R E P O R T R E S U M E S

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INSTITUTES ON WORK EDUCATION FOR EDUCABLE RETARDED YOUTH.

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CALIFORNIA STATE COLL., LOS ANGELES

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THIS BOOKLET CONTAINS SUMMARIES OF EIGHT GENERAL SESSION SPEAKERS AND ABSTRACTS OF 17 PANEL PRESENTATIONS FROM TWO INSTITUTES HELD AT CALIFORNIA STATE COLLEGE AT LOS ANGELES ON FEBRUARY 6 AND JUNE 26, 1964. THE INSTITUTES WERE DESIGNED TO ASSIST SECONDARY SCHOOLS IN THE ESTABLISHMENT OF WORK-EDUCATION PROGRAMS. TOPICS CONCERNING VOCATIONAL EDUCATION, CURRICULUM, JOB PLACEMENT, AND STUDENT EVALUATION ARE DISCUSSED BY THE SPEAKERS. SOME EXISTING WORK EXPERIENCE PROGRAMS ARE DESCRIBED. GENERAL SESSION PRESENTATIONS SUMMARIZED ARE--(1) "THE NATIONAL CHALLENGE--MENTAL RETARDATION" BY MORTON A. SEIDENFELD, (2) "THE RETARDED IN THE WORK WORLD" BY JULIUS S. COHEN, (3) "WORK ASSESSMENT OF SECONDARY YOUTH IN THE MINNEAPOLIS SCHOOL PROJECT" BY EVELYN DENO, (4) "AN APPROACH THROUGH SPECIAL EDUCATION AND VOCATIONAL REHABILITATION IN PREPARING EDUCABLE RETARDED YOUTH FOR WORK" BY CHARLES S. ESKRIDGE, (5) "PROBLEMS AND ISSUES IN CALIFORNIA" BY WAYNE CAMPBELL, (6) "ELEMENTS OF SUCCESSFUL WORK EDUCATION PROGRAMS" BY JULIUS S. COHEN, (7) "SECONDARY CURRICULUM AND WORK EDUCATION" BY JEROME ROTHSTEIN, AND (8) "PROBLEMS IN THE PLACEMENT OF RETARDED YOUTH--TERMINAL ASPECTS OF PROGRAM" BY JULIUS S. COHEN. BIBLIOGRAPHY LISTS 52 ITEMS. (DE)

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WORK EDUCATION FOR EDUCABLE RETARDED YOUTH

REPORT ON INSTITUTES

FRANCIS E. LORD
EDITOR

CALIFORNIA STATE COLLEGE
AT LOS ANGELES
1964

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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INSTITUTES ON WORK EDUCATION FOR EDUCABLE RETARDED YOUTH

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CREDITS

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Special credit is deserved by graduate fellows Marc Gold, Robert Heiny, and Barbara Selna for handling many of the details of the institutes.

These institutes would not have been possible without the generous assistance received from the Vocational Rehabilitation Administration. Appreciation is expressed here for their financial support.

Leonard Newman, Assistant Professor of Education, Rehabilitation Counseling program offered appreciated assistance in editing the manuscript. Helen B. Kimball, secretary, deserves special mention for preparation assistance.

P R E F A C E

We are glad to be sponsoring an effort to stimulate professional interest in the education and training of our mentally retarded of high school age. The prevailing system of class promotion by age, combined with compulsory education has resulted in large numbers of them entering the California high schools. For most of them, high school is a continuation of an experience in frustration and defeat. For the high school teacher, the mentally retarded youth is an anomaly -- out of place and out of reach of what he has to offer.

Perhaps this last point is one of the most difficult obstacles to the development of a high school program for the markedly non-academic student. By training, inclination, experience, and self-concept, very few high school teachers see themselves in the role required of the work experience coordinator or, for that matter, in the role of evolving a curriculum more realistically attuned to the needs of the retarded adolescent youth. Job placement and rehabilitation personnel have been vaguely aware of deficiencies in the education of their retarded clients but have rarely communicated them. Only in the exceptional community is there continuity in planning for the retarded youth who leaves school.

Eight years have passed since the state established mandatory legislation in behalf of the retarded of secondary school age. Yet

existing programs in California are meagre. An unrealistic academic orientation continues to prevail. The pressures of the traditional high school program dominate the scene against which the special needs of the retarded are disregarded. We hope the participants in these institutes will continue their courageous advocacy of the rights of the retarded to meaningful high school experiences, in spite of an unfavorable climate.

The major hope of adding some realism to secondary school learning rests upon work-education programs. Such programs come to grips with the limitations and the life potentials of the retarded. Guidelines for work education for this segment of the school population are now being established. Effective programs are being recognized and the experiences from these programs are being shared with others.

The institutes reported here were planned to assist secondary schools to establish work-education programs. The First Institute was planned for administrators and supervisors within the secondary school in establishing guidelines for effective programs. The major presentations by Dr. Seidenfeld, Dr. Cohen, Dr. Deno, and Mr. Eskridge were prepared on video tape especially for the conference. These presentations formed the focus for the discussion in the two panel sessions. Major attention was given to the role of rehabilitation counseling in readying the retarded youth for work.

The Second Institute was planned to appeal to professional personnel actually operating programs or in the process of planning one. The sessions therefore placed the emphasis upon curriculum, work assignments, coordination, evaluation, etcetera.

In the pages that follow, the reader will find facts, ideas, and inspiration. We have had them transcribed and summarized because we believe they constitute a fitting reservoir from which to develop further the principles of work education.

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Department of Special Education

Joseph Stubbins, Coordinator
Rehabilitation Counseling Program

CALIFORNIA STATE COLLEGE
AT LOS ANGELES

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FOR LEADERSHIP PERSONNEL
IN EDUCATION AND REHABILITATION

February 6, 1964

GENERAL SESSION SPEAKERS: Morton A. Seidenfeld

Julius S. Cohen

Evelyn Deno

Charles S. Eskridge

Wayne Campbell

MENTAL RETARDATION: A NATIONAL CHALLENGE *

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The Dimensions of the Habilitation Program: The actual size of the mentally retarded group in the United States has never been accurately measured. The vast majority of these people have received little or no direct or planned help. In spite of the actual number who are incorrectly treated, a sizeable proportion of mentally retarded people go through life, including school and placement in a job at which they work day after day, without our ever being aware that they exist. They habilitate themselves with the help (in varying degrees and proportions) of their parents, their schools, and the larger community in which they work, play, live, and die, without anyone making an issue of their intellectual competency, their social adaptation, or their vocational efficiency. One suspects that they are to be found everywhere in unskilled or semi-skilled jobs and, occasionally, even at higher levels of employment.

There are between one-half million and two million human beings who are in the categories of recognized mentally retarded for whom services resulting in habilitation are required or, failing to achieve this, some degree of permanent supervised care. An annual increment may be anticipated of approximately 35,000 who will require similar services.

Preparing the Parent to Meet His Problem: Foremost among those who must be prepared to carry a very significant share of the habilitation problems with the mentally retarded are their parents and/or competent members of the family. The value of parental understanding of their retarded child cannot be over-estimated. In many ways, this is the single most important determinant in the attainment of maximal habilitation of the mentally retarded. Parents bring to the child needed environmental experiences that are immensely valuable in helping him gain control of his life milieu. Social, educational, and psychological preparations for life can only be successfully utilized when the child is able to feel confidence and trust in his environment.

* Abstracts for manuscript prepared for video tape.

This comes largely as a result of the confidence he has developed in his most important contact with the environment; namely, his parents.

Strangely enough, in spite of all our modern scientific advances we have done relatively little to elevate the standards of pre-parental and parental education, especially with reference to that which is provided for the parents of the mentally retarded. We can agree that the universal goal is to develop parents who have a fundamental understanding of what has happened to their child and what this means in terms of his future development. Parents should be aware of the means by which they may come face to face with anxieties, guilt feelings, and personal stresses relative to their parent-child relationship; parents should become capable of working out these problems in a manner that will insure a success in dealing with their child with love and empathy.

The physician, social worker, or psychologist should carefully appraise parental background to determine how the parent may be expected to tolerate the news that he is about to receive. Failure to recognize that a parent is not prepared to receive this information will result in parental disregard of what is told to him, and a lack of understanding of the role he must play in the child's future program.

The Rehabilitation Goal: This is our goal -- to provide conditions and circumstances that permit the retarded to perform the activities of daily life, and to learn how to behave socially and vocationally in such a manner that they may compete successfully within the segment of their milieu that is within normal limits.

To attain this goal we need good selective and predictive procedures that will help us sort out from the retarded as a whole those who potentially have ability that can be estimated. These should be provided with sufficient direct and indirect service to insure the realization of this goal.

Employment Opportunities: Even under the best circumstances, the mentally retarded are not likely to achieve job proficiency above the semi-skilled level, and in most instances they will seldom advance beyong the unskilled worker's level.

In this connection, we should call attention to a phenomenon that has long plagued the mentally retarded youth of this country. For many years, the retarded have been "school drop-outs." Few, if any of us seemed to worry that boys and girls were dropping out of school at ages

twelve to fourteen without getting even a semblance of a basic education to permit them to carry on competitively in the labor market. Yet, as long as these children were intellectually below par, neither the school system nor the general public became very excited. Now, when children with "normal" IQs are beginning to drop out, the authorities suddenly have become aware that such children cannot compete in a labor area for which they are less than properly prepared.

Perhaps these circumstances will force some action to retrain both normal and intellectually sub-normal students in school work-training environments -- at least until age eighteen when they may approach their level of competency.

What the ultimate effect of automation will be on the total labor market or on the lower-than-skilled categories of labor remains largely conjecture. There is no reason to assume that competent workers in semi-skilled and unskilled occupations will find it difficult to obtain jobs in the open market during normal or better-than-normal economic periods. When the economy is depressed they will share difficulties with non-label individuals who have not elevated themselves into high-employment levels.

The problem of total employment has defeated the most capable political and economic experts. Rehabilitationists are seldom competent to deal with this problem. Our biggest task is to keep aware of the labor markets, the areas of labor growth, and to relate this knowledge to the rehabilitation process. Then we must act in a realistic manner in solving this problem.

THE RETARDED IN THE WORK WORLD

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The definition of mental retardation that will be used in this paper is the one developed by the American Association of Mental Deficiency, and states:

> Mental retardation refers to sub-average intellectual functioning which originates during the developmental period and is associated with impairment in one or more of the following: (1) maturation, (2) learning, and (3) social adjustment. (Heber, p.3)

Primary concern is here focused on the impairment in the social adjustment area, for the definition continues:

> Social adjustment is particularly important as a qualifying condition of mental retardation at the adult level where it is stressed in terms of the degree to which the individual is able to maintain himself independently in the community and in gainful employment, as well as his ability to meet and conform to other personal and social responsibilities and standards set by the community. (Heber, p.4)

The earliest work programs probably were developed within institutions for the retarded. Despite the original purpose of institutions to re-train the retarded for return to the community, this focus was very quickly lost and institutions became long-term, permanent residences that served to keep the retarded out of community life. As a result, institutions operate, at least partially, on the labor of the mentally retarded individuals placed there. Within the past two decades there has been a great change in both the quality and focus of institutional programming. The emphasis has been on rehabilitation and return, rather than on custody and confinement.

Within community schools, program development went through a number of phases. Early special classes, usually established on the elementary school level, were frequently used as a dumping ground for problem children within the school. Poor diagnosis, coupled with a lack of suitable professional orientation, resulted in many non-retarded being included in such classes. A relief philosophy focused on the relief of problems of the teacher and the normal students in the regular class. Other approaches included a happiness program, where the students were placed in special classes to make them happy; an arts and crafts phase where students were given extensive experience making baskets and weaving rugs; and a remedial program, where it was thought that after remediation students could be returned to the regular program.

A later development placed emphasis upon an occupational education program wherein students were prepared specifically for the world of work. The occupational education program, with its roots in large urban areas, such as Detroit and New York City, was viewed as a necessary, integral part of special education. Occupational education served as the bridge between school and community living.

This program has continued in development, growth, and acceptance to the present; today work-study programs provide academic as well as vocational experiences appropriate to the level, interests, and abilities of retarded students. A further important aspect of current programming is the extensive involvement with public schools by State Divisions of Vocational Rehabilitation and community facilities in developing suitable secondary programs.

National legislation in 1943 permitted State Rehabilitation Agencies to provide services for mentally retarded individuals. However, it was not until the Vocational Rehabilitation Acts of 1954, Public Law 565, that considerable emphasis was placed on the rehabilitation of the mentally retarded. The report of the President's Panel on Mental Retardation indicates that there was a six-fold increase in the number of mental retardates who were rehabilitated during the eight years prior to 1961, while the increase in total rehabilitation has been less than 70%.

The Report of the President's Panel (p. 119) recommends that if the potentials of the retarded are to be realized, every retarded youth must have appropriate vocational rehabilitation and related services before, during, and after the termination of his formal education. These services must include provisions for: (1) training courses in appropriate vocational areas; (2) joint school-work-experience programs operated cooperatively by school and vocational rehabilitation agencies; (3) clearly defined and adequately supervised programs for on-the-job training of retarded workers; and (4) coordination of vocational counseling throughout the entire school program. Major barriers to improved vocational rehabilitation services for the mentally retarded include: (1) failure of public schools, rehabilitation services, and placement agencies to work together toward their common objective; and (2) decline in work opportunities available for retarded workers.

Usually, the high school curriculum is designed primarily for those academically oriented students who will, in all likelihood, complete high school and then continue with some additional training.

The retarded individual does not receive the stimulation and challenge that would induce him to remain in a school program. He may be segregated in separate home rooms, assigned to classes at levels he cannot achieve, subjected repeatedly to failure experiences, and actually encouraged to drop out of school at the earliest possible age.

The educator should be concerned with the employment problem for the school drop-out of 16 or 17 years of age. Job opportunities for unskilled workers are becoming scarcer, and the problem is magnified as the skills required on many jobs are up-graded. It is important that the school prepare the retarded individual for the world of work that will confront him when he completes the program.

The primary element in the program is the student, an individual who has been labeled as limited, and who is being prepared for less desirable jobs in society. Studies of this group have revealed that their potential is for unskilled or, at best, semi-skilled work. Studies report frequent job changes, unemployment, and difficulty in adjusting socially to the requirements of adult living.

It is important to recognize that vocational failures of retardates do not usually stem from their inability to perform the vocational skills necessary for a job; their failures are due rather to other factors such as poor socialization, inability to follow directions, or inability to adjust to the working situation. Therefore, the training program should focus on general rather than specific skill training; that is, training should stress attributes that are necessary in any type of work.

Despite these differences of retardates from normal persons, there are important areas of similarity. In a recent study of occupational prestige rankings, Rusalem and Cohen reported no significant differences between retarded and non-retarded students in their prestige rankings of various occupations. This suggests that the retarded are being trained for occupational areas which have no prestige, in their estimation.

It is important to recognize that characteristics most rewarded in classroom situations are frequently not the qualities most rewarded on the job. For example, the student who is quiet and comparatively docile in the classroom may get along very well with the teacher and his fellow students. However, in an employment situation, the employer may look for someone who shows more initiative and drive. Thus, school

programs must be left open to the more challenging students who may not appear to be the best individuals in the school setting.

A sheltered workshop program can serve as an important supplement to the school program. It has been demonstrated that retarded youth frequently require periods of adjustment-training before they are employable; and that some retardates, either for social reasons or because of physical involvement, are unable to compete in the open work force. The workshop may provide a wider variety of job-evaluation, training, and placement areas, and so help the school program considerably.

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WORK ASSESSMENT OF SECONDARY YOUTH IN THE MINNEAPOLIS SCHOOL PROJECT

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Those who have been working with the handicapped long enough to have had personal experience with the complexity of life-adjustment problems represented in any school program for the retarded applaud the growing awareness that this category has never had the homogeneity of

service-need assumed by most people who are not intimately familiar with the field,

Through the help of a VRA grant, we in Minneapolis have been able to take an intensive look at this problem of population-need and the employment implications that result. In our operation, we accept employment as an important component in any concept of independent living, but judgment of work potential is not the only purpose of our assessment. The over-all goal of our special education program is maximum self-sufficiency. The goal of our assessment is prediction of how the client's self-sufficiency can be improved. Our goals are positive, not eliminative.

Using the pattern of operation and facilities that we have developed for our particular circumstance, we use the same facilities and staff to provide need evaluation and placement recommendation, vocational training, and job experience. Our practices are designed to fit our circumstance, which is a public school program enrolling about 1,400 retarded pupils a year (roughly 300 of whom would be over the age of 16) and a community that has limited amounts of both sheltered workshop and day-activity program opportunities.

We operate our special program for the retarded on the principle that preparation for work is a developmental process in which the school enters responsibility the first day the child enters the school program. We concentrate on the direction of grooming the child to be a worker throughout the child's school career. At strategic points in this developmental sequence we set up assessment procedures to determine what service the pupil should be directed to next.

When the pupil is judged to have reached the end of ability to benefit from this program or is deemed ready for concentration on the vocational training phase of his program, the student is transferred to a special center that is now located in one of our high schools. Here he is put through a three-week series of tests, including both standardized paper and pencil tests, and a series of work-sample opportunities.

Evaluation through actual work experience is a later phase of the total process. We have borrowed freely from technology developed in rehabilitation centers. One staff member works as a placement specialist to open up new job opportunities in the community, to maintain good working relations with employers, and to supervise pupils while they are getting job experience.

One person works in the classroom to give the pupil training in occupation-related skills and, almost more importantly, to do what might be regarded as group counseling with a work-adjustment emphasis. This person should have received much occupation-related teaching before being referred to the center. Problems encountered on the job are turned back to the pupil for solution in discussion sessions with peers who are undergoing similar work-experience frustrations.

Another person acts as case manager -- "unit worker" we call him. He is the constant reference point in keeping each case flowing between local school and special center, and the center and community service resources. He is the primary link with parents and the one all students can turn to with questions and come back to after having left the center if they need help again or are ready to get down to business after having previously declined to involve themselves.

Rehabilitation counselors establish service relations with all clients usually before they come to the center, with the expectation that they will become the client's life-time resource once he is beyond school age.

Some of our findings and what we consider some of their implications to be are:

1) Only about one-fourth of our population represents simple, uncomplicated mental retardation. If planning is based on generalizations about "the retarded," it is likely to fall wide of the mark.

   In over 40% of the cases, emotional disturbance, subcultural disadvantage, organic brain dysfunction, or combinations of these problems constitute the major disability as far as educational work-adjustment is concerned. Over 60% of our retarded cases come from areas of our city where 27% of our juvenile population lives, and these are the areas of lowest income and highest delinquency. We feel that a facility or modus operandi of the kind we use would be appropriate for use with students of this conglomerate type whose IQ scores do not happen to fall below 80, as our present cases did at some point in their school careers.

2) Intra-individual variability in intelligence test scores is high enough to be important in program planning in our population. Assessment must be continuous.

3) We find that many of these clients can job-perform better than they can read. They are at an educational disadvantage throughout all of their school careers because they read poorly. In our population, academic retardation is a more severe and a more cogent operational criterion than IQ score deviation. In the context of our particular school system, academic retardation, rather than IQ score, seems to be the critical operational definition leading to classification as retarded. We probably have more below 80 IQ pupils in our regular classes than we have in special classes, but they function academically, and are more conformant to the teacher's behavior expectations.

4) It is more important to assess ability to sustain physical effort than it is to measure strength per se in a short trial of output.

5) We can confirm, within the intelligence-range represented by our population, that more retardants lose jobs because they lack social finesse than because of their inability to perform the job in which they have been placed. Probably the job was selected as being within their capacities. This places improvement of social finesse high on the priority list of total program objectives.

6) However, we would not agree that there is no value in a specific program of vocational training; i.e., training in the typical skills required to do certain types of work. Nor would we say that only general work attitudes or personal adjustment training needs to be provided. We find in our school population a sufficient number of pupils capable of moving up the ladder to more complex jobs to warrant training in particular skill areas (e.g., shoe repair, short-order cookery, simple food service such as salad making, nurse aid, gas station operating, etc). Even the retardate who can work only as a bus boy is benefited by having had a planned sequence of experiences designed to establish familiarity with the equipment that he will use and with the hustle and confusion of restaurant work before we ask an employer to try him out.

Both the client and the employer undergo less stress in the learning period if a feeling of familiarity has been established. Furthermore, we can work with pupils whose personal-social adjustment is too poor to inflict him upon an employer.

In summary, we would confirm the need for assessment procedures which can do a better job of predicting behavior in real-life situations. We would confirm that real-life tests, that is, work simulations and on-the-job experience, are useful devices. We would confirm that a cadre of sophisticated, trained, professional people can be useful instruments in making judgments -- given the real-life context as a yardstick.

AN APPROACH THROUGH SPECIAL EDUCATION AND VOCATIONAL REHABILITATION IN PREPARING EDUCABLE RETARDED YOUTH FOR WORK

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In school, the greatest single factor that deprives retarded children of later vocational success is the blind determination of educators and parents to mold them into 3-R scholars. Despite volumes of proof that academics are the least important of all the skills needed by retarded individuals, an appalling number of special teachers and principals still insist that the retardate's school day be filled with reading, writing, and arithmetic -- at the expense of all other knowledge.

If for the parents of these children the lustre of the graven image of academic education can be dulled somewhat, and education can be tailored to the retardates' special adult needs, the coming decades will see these individuals passing in great numbers into successful employment.

As special education and vocational rehabilitation programs expand and develop throughout the country, it seems important that the facilities and resources of both special education and vocational rehabilitation be so meshed and so blended as to work toward the successful rehabilitation of eligible clients. It is also important that increased attention be given not only to the coordination of activities, but that the joint effort be so timed as to result in maximum benefit to disabled youth.

The Texas Education Agency long felt that there was no segment of its program more important than the training and rehabilitation of disabled young people. Major attention was therefore directed toward

effecting a comprehensive and coordinated program between special education and rehabilitation, with the view of bridging the gap from special education to employment in the community.

The Division of Special Education works with local school districts in the education of diabled youth between the ages of 6 and 21; the Division of Vocational Rehabilitation provides authorized services to eligible disable youth of 16 years of age and over.

Unfortunately, in our state most Special Education departments had a "watered down" academic curriculum. There were practically no vocational courses or programs geared to the needs of the mentally retarded youngsters. Some of our special education teachers complained that retardants were dropping out of school because they were "fed up" with reading, writing, and arithmetic.

At the same time, vocational rehabilitation counselors were avoiding the retarded because of repeated failures. Counselors complained that retarded youngsters were not ready for employment. They seemed socially immature and without established "work habits." Obviously, there was a tremendous gap between the training provided by the schools and the services provided by vocational rehabilitation.

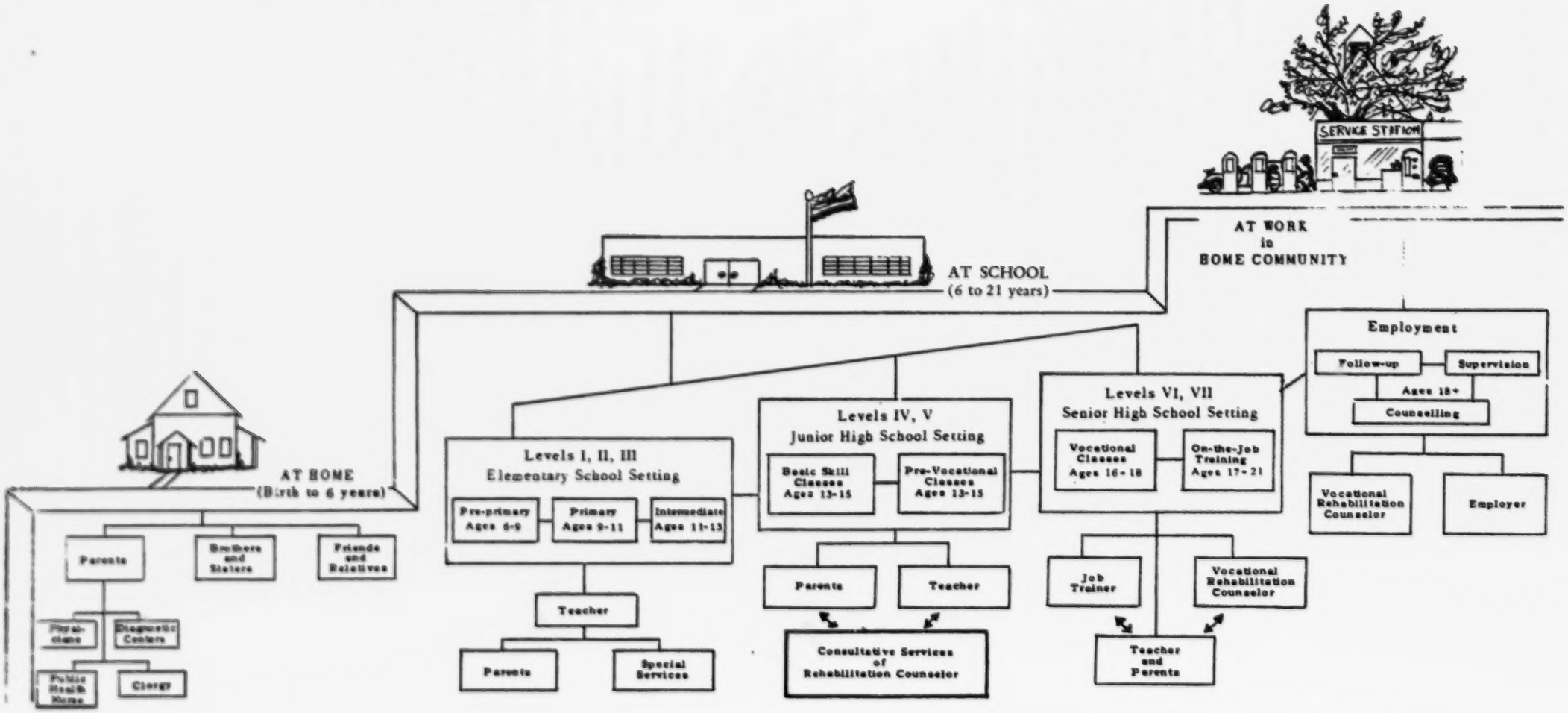
There was no provision in the school setting for vocational diagnosis and evaluation of employment potential by and with vocational rehabilitation staff. There was no provision in the school setting for job placement and supervision by this staff. And, there was no provision in the school setting for coordination of a developmental program for special education students before coming into special rehabilitation programs.

So, in order to include these provisions in the program, it was necessary for Special Education departments in the public schools to select a very special person from their staff who would function in the capacity of a special education teacher and who would also perform vocational adjustment services in the absence of the assigned counselor from Vocational Rehabilitation. This special education teacher, whom we call a "vocational adjustment coordinator," is proving to be the life blood of the new cooperative program.

Curriculum for the educable mentally retarded is based on the philosophy that an educable mentally retarded student is in competition only with himself. The program is so structured that each pupil may

THE TEXAS PLAN

COOPERATIVE PROGRAM, SPECIAL EDUCATION - VOCATIONAL REHABILITATION
Bridging the Gap from School to Employment



The school program for educable mentally retarded sets forth seven progress levels of development and each student 16 years old or older who has the potential for completion of the prescribed program becomes a client of a Vocational Rehabilitation Counselor while still in a public school setting.

progress at his own rate of development without comparison to theoretical norms or to others in his group. It is free of grade-level stigmas and expected annual promotions. A skilled teacher is most essential in planning, guiding, and developing learning experiences. This teacher will have a placement committee for support and counsel, and the community for a classroom.

The program for the educable mentally retarded is a separate and distinct curriculum track. Seven sequential levels of development, approved by the State Board of Education, are utilized in lieu of the 12 traditional grades of the public schools. At age six, when a child becomes eligible for public school attendance, he may enter this program and follow it until graduation.

The Cooperative Vocational Rehabilitation - Special Education Program approved by the Vocational Rehabilitation Administration incorporates several unique innovations in providing services simultaneously to a very large number of mentally retarded and physically handicapped students while they are still in a school setting.

Since our state matching funds for offering rehabilitation services are inadequate, third-party agreements are made. In the case of the cooperative program, agreements are executed between independent school districts and the vocational rehabilitation program whereby certain state and local tax funds disbursed by the school district may be used for matching federal funds. Conditions governing the certification of these funds are:

1) The school district must provide one or more special education units in a secondary setting for boys and girls over 16 years of age, in which the curriculum is basically vocational rather than academic.

2) The vocational adjustment coordinator assigned to this unit may spend part of his time in the classroom but most of his time arranging on-the-job training and supervising this training.

3) In special education units the salaries and travel expenses of the vocational adjustment coordinators may be certified by the Director of Vocational Rehabilitation as state matching funds. For the fiscal year 1963-64, we will certify $375,000 representing salaries and expenses paid to 90

vocational adjustment coordinators by 68 independent school districts which, in turn, will earn $750,000 in federal funds.

4) Federal funds made available to the Department of Rehabilitation Services by this method are used to employ rehabilitation counselors to work with the special vocational units usually a VR counselor would serve four of these units), and to purchase rehabilitation services not provided by the local school district. Twenty-six counselors are assigned to this program full time, giving one full day to the school districts in the program.

By utilizing this method of third-party financing, the Division of Vocational Rehabilitation will serve 3,000 student-clients during the 1963-64 fiscal year through cooperative arrangements with 68 independent school districts; 900 of these student-clients will graduate and be classed as employed. A Vocational Rehabilitation - Special Education Cooperative Program can be established with little or no additional cost to the local school district or to the Division of Vocational Rehabilitation.

PROBLEMS AND ISSUES IN CALIFORNIA

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It is our purpose to look at the issues and problems of work education programs in the State of California, and to integrate our thinking toward: 1) promoting a general understanding of the unique problems involved in preparing educable mentally retarded youth and young adults for the world of work; and 2) developing a concerted effort toward coordinating and integrating the specialized services of the various community agencies into a cooperative, objective, and realistic school work program for the youth of our day.

Some of the Facts: California is operating the largest special education program in the United States. This state enrolled 48,388 educable mentally retarded children and youth in the public schools during 1964. This represents a growth of 3,380 educable mentally

retarded youth over last year. California has more than doubled its enrollment in programs for the educable mentally retarded between 1957 and 1964.

Of the 48,388 educable children and youth attending public schools in California during 1964, 11,154 are enrolled in secondary level programs. There are 1,304 more youth enrolled in programs of the secondary level for the year 1964 than in 1963. Los Angeles County, alone, reported 5,625 youth in special programs for the educable mentally retarded at the secondary level and, for the same period, 15,405 at the elementary level. During 1964, Los Angeles has had a total of 21,030 educable mentally retarded children and youth enrolled in public schools. Forty-five high schools and unified school districts reported operating some form of program for educable mentally retarded children and youth in Los Angeles County, October 31, 1963. Of these, only 12 have reported any form of work experience - work education program through the Bureau of Secondary Education.

This means that slightly more than one-fourth of the 5,625 retarded youth have access to any form of work-oriented program, and that the majority of these do not have a planned on-campus-off-campus work experience as a part of their structured program. Even though we have had an increase of 1,304 at the secondary level, there has not been a significant increase in work experience requests from the local level directed to the Bureau of Secondary Education.

The California Legislature is concerned about the amounts of money involved in the development of these programs. For the school year of 1961-62, the citizens of California invested a total of $32,156,796 to provide educational experiences for the educable mentally retarded. Of this amount, the state reimbursed the local districts through the excess expense plan $15,424,881. The cost on the state average was $779.20 per ADA unit. The average excess cost reimbursement was $373.76.

At no other time in the educational history of the program for mentally retarded youth has the total climate been so demanding of total evaluation as it is today. When the late President Kennedy signed the mental retardation bill, a new era for these handicapped individuals began in the United States. This most significant bill will give birth to program development second to none. As a result of the President's Panel on Mental Retardation, the organizational machinery has already

been established to evaluate, expand, and refine service offerings for the retarded population at every level of our country in every professional endeavor. For example, the United States Office of Education has elevated the services of handicapped children and youth from a relatively small section within its organization to a division with equal line and staff status with the Division of Elementary Education and the Division of Secondary Education.

Some of the basic issues present in California and some of the more important implications of these issues to the educational program of California are:

Dropouts and Diplomas: For some time now, we have heard rumblings at the local, state, and national levels regarding the "dropout issue." Many at the high school level are quite verbal about the fact that the schools are to teach academics; those who cannot learn these academics should not attend the high school. With the advent of Sputnik, secondary schools redefined their objectives and their programs toward rigidly-structured academic centered programs. As a result of this restructure, the retarded and slow-learning student was isolated and ignored.

Today, our communities do not really know just what they expect of their secondary schools. Recent studies have indicated that four out of ten children entering the elementary schools will drop out before completing high school. What are the direct socio-economic implications of these data? One-third of the young adults entering the labor market are entering without a high school diploma.

Sylvia Porter reported the following through a Hall Syndicate, Inc. release carried in many newspapers throughout California during August, 1963:

> The comparative value of experience in a job in the United States is sinking rapidly. Today, just a high school diploma is worth more than 21 years of work experience without that diploma, an astonishing reversal of all historical precedence.

She continues to point out the implications of the lack of a high school diploma when she says,

> To put a price tag on education versus experience, a man 35 years old, with a high school diploma, earns an average of $1,594 a year more than a man with

> 20 years extra work experience but no schooling. If this man has a college degree, he averages $4,456 more a year than his counterpart with that extra 20 years of experience.
>
> Government studies indicate the last year of high school alone may be worth up to $1,721 a year to a young man. Over a man's working life this will add up to tens of thousands of dollars. Fancy sums for a dropout to forfeit in the last year of high school!

Miss Porter continues to point out that

> It is not just a matter of money, although this is important enough. A man 20 years old today earns only $748 a year on the average, if he has less than four years of high school. He earns an average of $2,469 with a high school diploma.

Recognizing the fact that individuals who drop out of high school still marry, raise families, and attempt to purchase the necessities of life with their meager earnings, we are forced to ask the question: What type of home situation could be maintained on an average of $748 earnings per year? It would seem as though we are fostering poverty, cultural deprivation, and social welfare issues that compound the socio-economic problems by permitting persons to drop out of high school before completing it.

> In addition to the initial annual income, Sylvia Porter continues, The high school diploma also carries benefit beyond the paycheck, the most significant of which is job security. As a dramatic illustration, the jobless rate for high school dropouts 18 to 24 years old is nearly double the rate for those with a diploma -- 17.6 percent against 9.8 percent.

There have been many studies conducted throughout the United States regarding the dropout issue of mentally retarded individuals from high school. One of the better studies was made in Kansas City, Missouri, and is entitled "Factors Associated With School Holding Power For Educable Mentally Retarded Adolescents." This study was reported in August, 1961. Dr. Clyde J. Baer was principal investigator and director

of the research project. In his findings, it was reported that 83 percent of the educable mentally retarded adolescents left high school before completion. The major reason for their leaving was that they failed out. The study reveals that there is no significant difference between the intellectual abilities of the children who left high school and those who managed to finish the high school course of study.

Developments of High School Issue: In 1954, the Chief Deputy Superintendent, Los Angeles County Schools, directed a letter to the Associate Superintendent, State Department of Education, asking, "Could a diploma of graduation, furnished by the State Department, be given to mentally retarded children who have had eighth grade classification for one year in a class for mentally retarded pupils?" After several lengthhy discussions in the State Department, the reply quoted the California Education Code:

> "The diploma of graduation from elementary schools shall be conferred only upon the pupils who have completed the course of study prescribed by the County Board of Education."

The Associate Superintendent stated further:

> "It would appear that a County Board of Education might legally set up a special course of study for schools of mentally retarded pupils and issue a diploma of graduation to a pupil who has completed the prescribed courses. Obviously, education cannot fail to take into consideration the individual difference for which the law itself makes provision."

In 1955, the Committee on Coordination of High School Graduation Requirements (a working committee appointed by the California Association of Secondary School Administrators) discussed this same point of issuing a diploma. A portion of the committee's findings and recommendations are:

> "There is little opinion in California favoring the issuance of certificates of completion in lieu of diplomas to students unable to demonstrate performance in certain skills equal to certain standards."

It appears to be the consensus that: 1) students completing the requirements of curriculum are entitled to a diploma of high school

graduation; 2) where governing boards have established the use of statements of proficiency or similar statements of students' abilities that are issued in conjunction with diplomas, the practice has largely proved to be unsatisfactory; 3) problems between school and employer are largely eliminated when(a) it is clearly shown on or in conjunction with the diploma what are the student's abilities, (b) liaison with those employing the graduate is established, and (c) students are counseled into the curriculum they can complete.

This committee continued to state that it recognized that some of the school districts in California were continuing to offer a certificate of completion in lieu of a high school diploma. It pointed out that the regulation of the State Board of Education did not permit the practice.

The committee concluded its findings by making the following recommendation: "The practice of issuing certificates of completion in lieu of diplomas to students unable to demonstrate performance in certain skills equal to certain standards be discontinued." Their report was presented to and adopted by the California Association of Secondary School Administrators.

Therefore, in view of all the facts, legal review, professional organizational consideration, and the actual wording of the diploma, itself, there appears to be no ethical or professional reason why the educable mentally retarded students are not entitled to receive a diploma upon completion of their "course of study" adopted by the local district's board of education.

Exemption From High School Programs: Another issue more clearly related to the dropout problem is that of exempting educable mentally retarded pupils from high school programs. In some districts, special classes are offered for grades nine and ten. If at that time the mentally retarded student cannot enter and succeed in some regular class structure, he is encouraged to seek outside employment which, it goes without saying, these individuals would be poorly equipped to find.

It is very difficult to conceive how educators could develop this line of reasoning. Nevertheless, it is frightening to know just how many local school districts have been mislead into adopting variations of this type of policy. If the clearly identified educable mentally retarded pupil cannot pass the special course of study especially designed for him, it appears as though the district has not designed the

proper course of study as stipulated in Education Code Section 6902. There is sufficient evidence to suggest that school districts adopting this "exempting" policy based on achievement are opening the door to some critical legal questions.

If the retarded youth or young adult is forced out of high school without having completed his four-year program and without having received a diploma, he is critically handicapped -- socially, vocationally, and financially. The communities will be forced to provide continued financial subsidy to this individual and to his family; poverty and deprivation will be encouraged and promoted. The vocational door of 70 to 80 percent of the jobs he could perform satisfactorily is actually closed to the retarded individual. This means that the person least able to move from job to job or from place to place will, of necessity, be forced to do more of this than the normal population. In other words, the public schools will be inflicting upon these retarded individuals a far more serious handicap than their initial retardation.

Program Issue: Education Code Section 6901 defines a mentally retarded minor as one "who because of retarded intellectual development ... is incapable of being educated efficiently and profitably through ordinary classroom instruction." If we continue to maintain in principle the same academic goals placed upon the regular pupils, and to reduce only the expectancy levels through a watered-down curriculum for the retarded pupils, then I strongly agree with Dr. G. Orville Johnson, who states that unless we make special education a different program with different goals, content, evaluation criteria, etc., we should leave these mentally retarded pupils in regular classrooms and forget the fuss about establishing special classes.[1] In special classes, we de-emphasize academics. We give the children experiences toward social development, and then we test the children on standardized achievement tests. We must build instead a special course of study, and that course of study must be adopted by the local boards of education.

Over and over again, we get questions from the field concerning the "state requirements" for graduation for the mentally retarded.

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[1] G. Orville Johnson, "Special Education for the Mentally Handicapped -- A Paradox" Exceptional Children, October 1962.

Emphatically, the same graduation requirements demanded from regular students do not apply to the mentally retarded. The local board of education must be responsible for the development of a special curriculum or course of study designed to meet the needs of educable mentally retarded minors. This course of study should promote social development and vocational efficiency, and it must be adopted by the local board.

Just how should the special curriculum or course of study be formulated? To fulfill the intent of the legislature, the curriculum must be developed from an honest interpretation of the realistic demands placed upon the individual within our society according to his mental ability to function in it.

Consider reading, for example. A general mean for society's reading level is approximately sixth-grade reading ability. Few newspapers, society's primary reading communication media, are written above sixth-grade level. Each instructional hour in the special classroom must be spent in areas that will help these retarded individuals to approach this general reading mean of society's communication. The special program has not been designed and should not be based on "paralleling traditional school curriculum"

Teacher Preparation: Despite the fact that California in 1964 enrolled over 48,000 children in mentally retarded programs, this figure represents only 55 percent of those who, according to the minimum projected prediction, could profit from special class placement. In the area of mental retardation teacher preparation is the paramount problem. A conservative estimate is that California will continue into 1970 to suffer a critical teacher shortage in the area of mental retardation. One-third of the approximately 3,600 teachers in California who work with the mentally retarded are operating on a provisional credential; another third are operating on a postponement of requirements credential; and the remaining one-third have completed course requirements for the full credential to work with these children. Important also is the fact that teachers who work with these children have not been able to pursue a specific series of courses designed to give a unified approach to the problems of mental retardation. Rather, these teachers have attained their credential requirements piecemeal -- from course to coure; from institution to institution. Because of this fragmentary preparation, they have used teaching methods gained either through the elementary preparation program, or through the high school preparation program. This approach neglects the development of experience units based on

social adjustment and work-oriented educational offerings. The preparation program does not provide for appropriate development of an on-campus-off-campus work education program. The teacher preparation institutions in California must expand their efforts to develop more realistic training programs for teachers of the mentally retarded, and must help teachers actually "unlearn" some of the procedures rigidly presented to them in their training courses for teaching the normal child.

Administration: Under the existing pressures, it is very difficult for the local school administrator to understand many of the implications of establishing and operating a special program for the mentally retarded. An adequately functioning special education program can be developed only in an atmosphere of understanding and acceptance. We need to identify ways of involving administration in the development of appropriate programs for the mentally retarded, and ways of promoting this acceptance unilaterally through administration.

Curriculum: As pointed out by a previous speaker, the overconcern with academics in programs for the mentally retarded is actually depriving these students of certain learning experiences necessary to prepare them for entering the employment area. It is our responsibility to provide the basic academic skills to the degree that the retarded students will be able to use these skills in solving the complex problems of adult living. Particularly important is the integration of occupational information, work education, and on-campus-off-campus work experience programs. Vocational rehabilitation studies indicate that mentally retarded individuals subjected totally to an academically centered curriculum are so socially handicapped that rehabilitation services are unfeasible.

Articulation of Programs: Due to the organisational structure of schools in California, the majority of individuals do not have an opportunity for moving through an articulated program from elementary through secondary school. The elementary schools in California have developed traditionally under an elementary philosophy. This philosophy revolves around the single adult authority figure in the central classroom. In contrast to this, the typical high school educational and social situation is most complex. Most educable mentally retarded individuals, unless they have been prepared adequately, will find it most difficult to survive this complex situation. A planned school articulation program must be implemented to provide sequential development steps from the elementary school into the high school, and sequential steps of development from one grade level to the next must be provided.

Community Integration: Community understanding and acceptance for all handicapped children has been a problem since pre-Biblical days. American society is still unable to understand the implications of the handicapped living in our society. It is encouraging to note that the present probably will go down in history as a time when society changed its concept and acceptance of the handicapped person.

It is the responsibility of public schools to integrate the services of community agencies, either directly or indirectly, into our programs for the mentally retarded. California is on the threshhold of developing a cooperative working relationship between public schools and vocational rehabilitation services designed toward making the mentally retarded more employable and productive in society. The public schools must involve vocational rehabilitation counselors in developing a realistic work evaluation program for the retarded. This evaluation program must precede any form of off-campus training program. Vocational rehabilitation counselors also have the skill and training necessary to enable them to identify places for off-campus training, to assist the employers in establishing training programs, and to evaluate the progress of the student-client placed in these training programs. The public schools must have the program and personnel to feed back into the classrooms instructional material necessary for the students' success on the job. With this type of coordinated program between the two agencies, a far greater level of successful placement can be insured for the mentally retarded.

The employment agencies within the community can also be most beneficial. It is important that every mentally retarded student at the high school level should have the opportunity of experiencing the general ability test battery offered by local employment agencies. This kind of data would assist in helping the teacher identify more appropriate training positions for the student. The State Department of Industrial Relations must be involved in the establishment of appropriate training criteria for places within the community, and the departments of Public Welfare and Mental Hygiene must also be consulted.

F I R S T I N S T I T U T E

ABSTRACTS OF PANEL PRESENTATIONS

PANEL A: ASSESSMENT OF STUDENTS THROUGH WORK EXPERIENCE

CHAIRMAN: Cornelius Brown,
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ASSESSMENT OF STUDENTS THROUGH WORK EXPERIENCE

Thomas J. Murphy
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When students enter the work experience program in secondary schools, their intellectual capacities have already been assessed through the individual intelligence tests required by State Code, and through case history and cumulative record indications. But the potential abilities of students can probably never be fully assessed beforehand. Therefore, experience throughout school should be directed toward assessment of individual capabilities, and then toward individualized instruction designed to assist in overcoming deficiencies. This is true not only in academic areas, but also in areas called "saleable skills"; i.e., handling money, personal care and hygiene, ability and willingness to use the telephone directory and telephone, etc. Another important area of assessment is "attitude" -- toward employment, toward self, toward society.

A second general area of assessment arises from curriculum and training. From the earliest stages of school programs for educable retarded students, the importance of contributions of every type of work must be emphasized. Students must realize that the feeling of satisfaction from doing a job well is as important as the job, itself. Almost every study relating to reasons for not remaining on a job indicates that there is a more direct relationship between attitude and habits and job success, than between ability to perform and success.

The self-concept of the retarded individual is adversely affected if he has continuously feared failure in many endeavors and has not been taught how to handle these failures. Situations where failure occur must be used as learning situations to turn them into successful endeavors.

The third general area of assessment involves work habits. Throughout his school experience, the student should be involved in as much planning as possible in relation to each task undertaken. Discussion should include what tools are necessary for the job. Too often, teachers have done this pre-planning by themselves and have all the material ready for the students. An example from industry employing a four-step Training Course procedure might be useful for us:

Step 1: Prepare the worker
Step 2: Present the operation
Step 3: Try out the performance
Step 4: Follow-up

A final area of work habits that needs development is the practice of asking questions. Employers say to us repeatedly: "You teach them to report on time, to work hard while they are here, etc., but they hesitate to ask questions. If they do not understand a job, they must ask questions. Then we will teach them how to do the job."

HANDCRAFT INDUSTRIES REHABILITATION PROGRAM

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Handcraft Industries Workshop
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For the new work role in an industrial situation to be meaningful to the retarded, the work setting must be realistic. This is important because the retarded have not had the opportunity to learn appropriate interpersonal relationships in the labor market. The relationships they do know have been family, friends, and school. The workshop uses these past experiences in the new environment of work. To a large degree, the progress of the retarded in the workshop depends on the stability and appropriateness of these past experiences.

Through our experience at Handcraft, we have found that the age when a retarded person starts the program is crucial. It is suspected that the so-called average or normal 18-year-old in our current society has difficulties in acquiring the work role, but at least he has opportunities for working it out. The older retardates seem to benefit most from the workshop experience. For example, we find that referrals from Pacific State Hospital are helped by the Handcraft experience. Not only are these referrals older, but they have been exposed to the less protective atmosphere of the state institution.

A rehabilitation workshop for the retarded must be prepared to utilize the background of clients in order that they may receive some gratification from the workshop experience. This is done in several ways:

1) The client is exposed to a variety of experiences, and to the realities of work pressure, work interpersonal relationships (such as scheduling), and general work discipline.

2) The client is observed in terms of his reactions to this environment. Initially, he is given a general introduction to the program and is acquainted with salary, shop regulations, and conditions of employment.

3) After the client starts the Handcraft program, he participates with individuals who have other disabilities, primarily post-mental-hospital experiences.

4) The Handcraft staff also creates meaningful work situations that probably would occur in a regular job. This gives the client a vivid experience of the trials and tribulations of a competitive situation.

5) If the client's experiences prior to the program are such that he can adopt the additional role meaningfully, the workshop can solidify the already existing potentials, essentially reinforcing the client's positive work potentials. On the other hand, should the client's past experiences be threatening but not overwhelming, the concrete atmosphere can be utilized to build strengths that previously have not been demanded of him.

In a society that is placing increasing emphasis on leisure, it becomes increasingly important to work with those retarded who are

genuinely motivated toward work. Therefore, a rehabilitation workshop must pay the client for work performed. Professional personnel must be prepared to reinforce positive work habits already possessed by the client. Professional personnel also must be prepared to offer substitute behavior immediately for inappropriate manifestations of the client. The workshop must provide realistic work environment that will allow for easy, realistic transition from the workshop to industry.

Essentially, there is no screening before starting Handcraft Industries; no tests and interviews are used as a technique for eliminating and selecting. The Handcraft experience is considered a screening technique. From the moment of referral the client is encouraged to respond on his own, to come to the shop alone, and to use public transportation. He is encouraged also to use the salary earned at Handcraft for contributing toward the home. Expectations and demands are made.

A client is called to work when an opening occurs. He punches a time clock, observes coffee breaks and half-hour lunch periods. Each client has a weekly production sheet that he maintains and tries to keep current. The immediate work area of the client also is his responsibility in terms of neatness and layout.

The work is arranged hierarchically from the simplest task to the more complex ones involving light machinery such as clickers, punch presses, and vacuum form machines. This graded and guided work program has an evaluative function; more importantly, it has an ego-building function.

For a client in a workshop one of the significant figures is his boss. The attitudes expressed by the client toward shop authority figures are similar to those expressed toward past authority figures at home and school. The essential difference is that the Handcraft Industries "boss" tries to emulate a realistic employer, and attempts to be consistent, objective, firm. He also may be a source of heightened anxiety for a client. The client can verbalize his feelings about other individuals and situations in his life, particularly in the workshop, with his vocational counsellor. This counsellor is available to teach alternate modes of behavior and, more importantly, to allow the client to try different techniques in relating to others.

AN ASSESSMENT OF THE SPECIAL CLASS YOUTH REFERRED TO VOCATIONAL REHABILITATION

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The Division of Vocational Rehabilitation of the State Department of Rehabilitation has recently completed a special project with the mentally retarded. This project was initiated to determine whether the services of this agency would apply to this special disability group and, if so, what type of service would be required to place a client on a job.

The Oakland School District, asked to participate, assigned a teacher to work with the Division, at first half-time and later full-time. This teacher's duties included:

1) Screening students from the special class for referral;
2) Contacting individual families and arranging interviews with them and the client at DVR;
3) Forwarding all pertinent historical information from the schools to the rehabilitation counselor;
4) Developing with the counselor new workshop programs for training the special class student;
5) Developing with the counselor new on-job training programs;
6) Working with the counselor to place clients in community jobs;
7) Helping the counselor develop special programs including recreation and education;
8) Compiling available information from these experiences and relating it to the teachers and administrators in the schools.

Before interviewing the client and his parents, the school referral was evaluated. Particularly important to the counselor was information regarding the client's: 1) attendance record while in school 2) punctuality at school; 3) psychological tests taken at school; 4) behavior in the classroom and on the school grounds; 5) participation in activities; 6) school records of previous medical problems; 7) ability to relate to his peers; 8) parent-support while he was in school.

Interview: The client and the parents were then interviewed. The initial interview often supplied valuable information to the counselor. It was found that the first interview was a valuable device for assessing the client's potential for actually maintaining a job. There were several important findings: 1) the client who came to the interview without a parent usually did not have the support of a positive authority figure in the home to help him achieve a vocational goal. The agency was not able to help this client; 2) the relationship between the client and the parent was better understood; 3) the parent was able to give information about the client's vocational interest that the client could not supply; 4) the resistance of the parent toward the agency was lessened through discussion.

Medical Information: The client was sent to a panel doctor or to his own doctor for a medical examination.

Psychological Information: Psychological tests were administered to each applicant. These tests brought to light areas of difficulty as well as areas of vocational potential. These same tests helped to identify brain injury, behavior problems, emotional problems, and cultural deprivation.

Psychiatric Diagnosis: Finally, the psychiatrist saw the client and parents, and gave a psychiatric diagnosis. Included in many of the psychiatric reports were notes on areas of strength in the client's personality. At times this information was quite helpful in determining a vocational goal.

Appraisal of the Client: The following questions were considered in appraisal:

1) What were the actual physical, emotional, and intellectual limitations of the client?
2) What was the parent's awareness of the client's problems?
3) Was the parent interested and willing to support the client's decision to train in a workshop or with an employer?
4) What was the client's real motivation?
5) Taking into consideration the client's personality, where could he be placed in order to profit most from a training program and at the same time be motivated to do a good job?

It was found that many of the students from the special classes in the Oakland Public Schools did not require the services of DVR to obtain a job. Those who did need DVR could not hold a job in the community at the time they were accepted for service. Through trial and error methods, it was also established that a large percentage of the students could not handle a training program with an employer immediately after leaving school; they required a period of training in a sheltered workshop.

The Parents: The assessment of their child's abilities made by the family had to be changed in many cases by the empirical evidence of the child's growth that occurred within the sheltered workshop. For those families who could adapt to the changes in the client, the rapport between parent and teacher or counselor became more positive.

Findings of the Oakland District Project: The project demonstrated that when they had the training a number of the mentally retarded clients could actually hold jobs in the community. At the conclusion of the project the files of approximately 41 clients had been closed because employment had been achieved. These employed clients were making from $40 to $619 a month; their average salaries amounted to about $225.

F I R S T I N S T I T U T E

ABSTRACTS OF PANEL PRESENTATIONS

PANEL B: SCHOOL CURRICULUM AND TRAINING PROGRAM

CHAIRMAN: Clifford Howe
Supervisor of Special Education
Long Beach Unified School District

GROSSMONT UNION HIGH SCHOOL PROGRAM

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The stark realism of a changing society has forced us to accept the realization that fewer and fewer unskilled and semi-skilled jobs are, and will be, available to our mentally retarded youth in the future. Automation, cybernation, and the complexity of problems within the labor market are forcing the issue with regard to placement of these students.

In years past, much effort was given to effecting curriculum adjustments, to placing less stress on academic subjects, and to emphasizing basic knowledge as it applied to the world of work. Retarded youth were learning to use basic mathematical skills in their studies about banking, budgeting, consumer buying, social security, income tax, and the like. English teachers found themselves stressing adequacy in filling out application forms, the writing of letters of application, preparation for the personal interview, and allied studies. There have been increasing curriculum changes to meet the challenge in answer to the question, "What do our youngsters need to know to take their place in the community? What kinds of information do they need to compete successfully in the labor market? What knowledge or intelligences must prevail to predispose responsible citizenry and adequate social adjustment?"

One specific school district, where awareness of this change exists, and where an attempt is being made to anticipate society includes the

Grossmont High School which is now offering a special four-year program, supplemented by an additional year in some cases. On-campus work experience during the latter two years provides meaningful, realistic, on-the-job experiences in a "testing ground" situation. The uniqueness of this centralized program, involving some 140 students and 10 full-time staff members, provides an opportunity for the students to compete successfully or unsuccessfully in about 30 various job situations on the campus. A full-time work experience coordinator effects these placements after individual counseling, and also grades and evaluates the students' accomplishments. In-service education and sensitization of the work-station area supervisors helps to maintain a work experience, on-the-job training philosophy, and orientation. Expectations, standards, methods, and techniques are fairly well structured within the close working relationship. Ample time is given the work experience coordinator to insure adequate supervision and follow-up.

Students rotate in job placements, not only within a particular area but between areas as well, in an effort to provide an opportunity for developing various kinds of work skills, and to have experience in a variety of work situations. Students will fail on some jobs, succeed on others. They will enjoy some situations and grossly dislike others. The end result is that they will have met many of the same challenges, frustrations, successes, and failures somewhat parallel to those they will encounter in the world of work in which ultimately they will spend the rest of their lives.

During the final year of (formal) schooling, intensive vocational counseling and parent conferencing take place. Students are placed off-campus in job situations for pay when jobs become available during the school year. The work experience coordinator spends a sizeable amount of time searching out jobs within the local community, and averages 31.6 contacts for each pupil placement (Annual Report, 1962-63).

Not all students can be placed effectively. Some must be referred to community agencies, sheltered workshops, Vocational Rehabilitation, and the like. Many other students, placed on jobs in the community, will find failure rather than success and will return to the school until another placement can be secured.

Not only must the secondary school help the youngster secure and maintain employment -- it should assume also the responsibility of follow-up, additional counseling, and placement service after "graduation."

Extension of services beyond the date of graduation is a vital and necessary part of the school function.

We must strive continually to provide the optimum kind of program for our youth in public schools. The mentally retarded present an additional degree of challenge to the school educator. An optimum program includes a realistic curriculum, effective student and parent counseling, acceptable work experience, and job placement; a change in philosophy of training for specific skills and encouragement of preparation flexibility.

It is recommended that community citizen advisory committees be established that would involve leaders from industry and local enterprise. The professional staff, and the advisory staff, should study, research, and evaluate the total problem of jobs, placement, and advancement in the years to come.

Now is the time for changing our thinking -- from a generalized philosophy of training in attitudes and responsibility to a philosophy of training in specific skills for specific jobs. Without this specific training our mentally retarded youth, educable though they are, cannot hope to compete in the labor market. Within today's changing labor market there is an increase in employer demands and job competition. We must train our educable mentally retarded youth for specific jobs in the community and provide a retraining program for them, if and when the need arises. Summer school programs made available to the mentally retarded secondary student, possibly under the Perkins Bill, would provide an opportunity for retraining postgraduate students. This kind of specificity in job orientation and training will be a "must" in the coming years. We must, in essence, make our change NOW regarding curriculum, philosophy, and effort.

CURRICULUM AND MATERIALS

Mildred Waidelich
Jefferson High School
Daly City, California

At Jefferson High School, a suburban San Francisco Bay Area secondary school, we try to keep our curriculum practical and functional,

based on skills needed for economic independence and every day living. The curriculum includes at least two years of work experience. The classroom units are built around the knowledge and skills needed to maintain health and a home, to handle and earn money, to find recreation, and to use a newspaper. They teach how to use means of transportation and communication; they consider social relationships, civic and legal responsibility, and familiarity with their whole environment. Somewhat of an overwhelming list, perhaps, but it is a summary of what we all use in our everyday lives. For the student, it directs his attention to, "How do I get along on my own when I'm out of school?"

There is little argument that the old watered-down academic curriculum did not prepare our educable mentally retarded graduates for successful employment or for leading independent lives. We do not have the conclusive results of long-term studies to indicate the most important areas of emphasis for classroom teaching. In part we must function on the "educated guess." At Jefferson High School we have instituted a follow-up study to find out what happened to graduates of both academic and work-experience programs. The problems our graduates discussed with us when they were interviewed already have given some indication of direction for an adequate curriculum. We are guided mainly by the problems and needs that come up for the youngsters when they are placed in job training situations while still in school.

The freshman year for our students is primarily one of classroom work. This is the year for adjustment; the time to learn through class discussions about jobs held by the juniors and seniors, and to learn about job requirements and difficulties. The class also offers itself as a clerical aid to the school -- for sending out mailing lists or for collating publications. We also hope to acquire a duplicating machine so that we can type and duplicate work for various departments. Many of the students take regular typing classes; all students learn to type within the special education class. These activities are an introduction to work, to a job that must be done with accuracy and within a deadline. They are a reminder that they must pace themselves to the job, and that work is sometimes tedious.

In the sophomore year, in addition to the classroom work, students are placed on one of the on-campus jobs. They work in the cafeteria washing dishes and helping prepare lunch for the following day; in the bookroom mending texts, checking books in and out, etc.; for the attendance office where they collect clips and post absences; and in the receiving department unloading trucks, keeping shelves in order, and doing odds-and-ends jobs.

During the junior and senior years students are placed in jobs in the community for two or three hours of the afternoon; or, if they are not ready for this, they continue to work on campus.

Obviously, such a curriculum will not provide that all areas of study will be stimulated automatically by situations met on the job; many situations must be artificially introduced. However, when something like the newspaper is used for a basic reading text many areas fall quickly into place. We don't expect our students to read the latest best-seller when he leaves school, but we do know he is going to want to know what is playing at the movies and what is on TV (we consider this as training for leisure time). He is going to look for a job and so he must know how to read want ads (this is training for earning money). When he reads about sales and figures out possible savings or compares prices at various grocery stores, or when he looks for housing he can afford on a hypothesized salary, he is learning consumer education (handling money). These activities usually suggest other relevant areas to be added to the curriculum.

Sometimes, some of the teaching may appear to be haphazard and unpremeditated; but, if it is evaluated in terms of the practical and functional curriculum, it quickly becomes obvious whether what is going on is justifiable and should be pursued further. For example, because I am here today, my class has had an introduction to making plane reservations, to locating a hotel in a city unfamiliar to them, and even to what provisions a housewife must make for her family when she is absent from the home.

My point is that a too rigid curriculum is impractical when it eliminates the use of the chance incident, and when it eliminates the possibility of realistic, practical teaching because it did not happen to be in the lesson plan for that day or week. At the same time, without some control or criteria of evaluation, too much time and effort may be wasted. We must never forget that our goals are economic self-sufficiency and independent living.

But the job emphasis is of the greatest value because so much of the curriculum evolves from situations and problems the students meet on the training jobs, and at the same time this creates meaningful, concrete examples for the individuals as well as for the entire class. When Joan is fired from her job in the cafeteria because of too many absences, responsibility to an employer becomes a meaningful subject of discussion. When Bob has an income tax form to file, it becomes for Bob as well as

for the entire class who identified with him something more important than an exercise in subtraction and addition and the laborious reading of some fairly sophisticated verbiage. When Jack gets a job at a pet cemetery that involves some half-dozen various chores to talks about his fears and difficulties with the class and, while some of these are resolved for him, the other students can anticipate what will await them on a job. Perhaps most important is the impact of realizing that reading a map is necessary if you drive a truck for a concern; not only Jack, but the entire class, has a new motivation for practice in map reading.

Given the flexibility of this kind of program and the shortage of suitable texts, where do we turn for materials? I looked around my classroom and did see some books, and I must admit that we do use them on occasion. But our most frequently used materials are things like bus schedules, city maps, telephone directories, application blanks, menus, telegram forms, insurance policies, and my check book. It is my check book they handle because I found that practice checks became rather dull; when the youngsters had real bills to pay they were hesitant, but enthusiastic. The only mistake made was when I forgot to sign a check. Perhaps not everybody will have to fill out an application blank to get a job, but undoubtedly it will be reassuring to have some familiarity with the forms. Most materials such as these must be scrounged, begged, or created by the teacher.

If you can call people materials, I must say that we also teach with people. When the girls began to realize that employers or interviewers would make evaluations of their grooming that could influence their being hired, we asked a beautician to demonstrate with one girl, and all the girls had a chance to ask questions about hair style and care. A representative from a model agency gave advice on the use of makeup, and the choice and care of clothing.

When a graduate of last June appeared at school this year, jobless and bored, he described job-hunting difficulties to the class. They reviewed job-seeking methods, helped him organize his job hunting, and made certain he wasn't forgetting important resources such as the California State Employment Service (he had forgotten this agency and they did turn up a job for him). The consultant for the mentally retarded from Vocational Rehabilitation comes to school several times a year to discuss jobs with the juniors and seniors.

In the special education storeroom there are also typewriters, a tape recorder, a record player, and various media for arts and crafts. Some art work is done because of its training for following a process through to the finish as is required on a job, because it may someday be a hobby, and just because it is fun. The latest addition has been a camera because the photography teacher is going to work one day a week with the class -- for all the reasons art will be taught -- and because it may also give some youngster enough of a head start to make joining a regular photography class possible.

Whatever we are doing, the emphasis in the special education class remains on the practical and the functional -- the goal must always be that of attaining a job and adjusting within the community. A regular basic mathematics class such as that taken by the special education students at Jefferson High School is valuable for learning processes and drill, but the objectives of that class are defeated unless the special education teacher translates it. For example: Did J.C. Penney gyp a student, as the student claimed, or did they take the normal, regular deductions from his pay? Without job practice, problems like this may never come up.

The special education curriculum must always serve a twofold purpose: we must teach skills in the classroom that eventually will be needed for getting a job and for everyday living, and we must also give the students opportunities for work training where they can practice these skills.

SCHOOL CURRICULUM AND TRAINING PROGRAM

Milt J. Miklas
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Los Angeles, California

We are faced constantly with the evaluation of the educational program for the retarded in terms of their socio-occupational adjustment as adults. Research has studied current status (income, type of job, length of time on job, police record, marriage record) as related to a few simple variables (IQ, physical appearance, age). However, investigators like Baller, Charles, Fernald, Kennedy, Krishef, Peckham, and Dinger have

failed to consider the effects of the socio-cultural status of low-income families in reporting and interpreting findings of these surveys. There is little evidence, therefore, regarding the relationship of intellectual retardation to community adjustment independent of the socio-economic factors. Studies are needed of the social adjustment of retarded adults in comparison with the adjustment of non-retarded adults living in comparable socio-economic circumstances. Research must consider the relationship of special educational treatment (e.g., curricula emphasizing job skill training vs. curricula emphasizing traditional academic achievement; it must also study the relationship of extra-personal variables (employer, co-worker, and community attitudes) to adult community adjustment.

Altoona, Pennsylvania, as a result of a ten-year study of its educable mentally retarded at the senior high school level and post-school adjustment level, introduced 23 basic areas. These skill areas were considered to be indispensable if the retarded were to make independent, stable, and productive adjustments to the adult community. The 23 basic areas of the Altoona program include:

Aptitude Testing
Using Bank Services
Rights and Duties of a Citizen
Family Health
City, County, and State Agencies
Fundamentals of Insurance
Transportation Techniques
Military Service
Credit Buying
Renting and Buying Housing
Shopping Techniques
Communication Techniques
Budgeting Techniques
Job Opportunities and Employment Procedures
Dating, Engagement and Preparation for Marriage

<u>Units For Girls</u>

Home Economics:
- Grooming
- Child Care
- Sewing
- Cooking

<u>Units For Boys</u>

Home Repair:
- Carpentry
- Plumbing
- Electricity
- Masonry

It might be wise for high schools in Southern California to compare their curriculum with the basic areas of the Altoona program.

The teacher is responsible for selecting reading materials for the work preparation program. Some helpful criteria in choosing

these materials include the following:

1) The stories should be written for three reading levels: second grade, third to fourth grade, and fourth to fifth grade reading ability.

2) Materials should capitalize on students' interests and backgrounds.

3) Stories and worksheets together should form the basis for a class unit that would include several subject areas, permitting realistic and functional experiences in place of artificially conceived busy work.

4) Story content should reflect job possibilities in the local area.

5) Story content should treat less skilled jobs with dignity.

6) Story content should emphasize social relationships necessary for successful living, without moralizing.

7) In order not to tax short attention span of readers, the stories should be kept short: Lowest level - 400 to 600 words; Middle level - 600 to 800 words; Highest level - 800 to 900 words

8) The story characters should talk and act like real people

9) Story characters should be drawn from a variety of races and nationalities so that mutual understanding and relationships can be strengthened.

10) The stories should deal with a wide variety of situations, including episodes of failure as well as of success. The elements of humor and surprise geared to a level comprehensible to these teenagers should be used.

A brief survey of current research in the field may be helpful. The studies in mental retardation (Black, Kephart, Skeels, Skodak, and Spaw) reveal the idea that intellectual development can be modified by psychological and social factors within the environment. These studies also show that regression and progression in the level of intellectual

functioning can be affected by substantial changes in environmental conditions. Other investigators (Kisman, Griffith, Spitz, Johnson, Lurin, Stevenson, Kaufman) concern themselves with the learning and performance of retarded children. These studies demonstrate that the retarded children do not necessarily have a deficit or comparable deficits in all aspects of learning. Analysis has been directed to the specific nature of the retarded child's deficit. However, relatively little attention has been directed to the motivation and perception variables in the performance of retarded children.

Studies of educational methods consider the characteristics of the pupils as well as their achievement. In comparing the effectiveness of special and regular classes in regard to academic learning and social adjustment of the retarded pupils the same studies are found inconclusive because in none of them were retarded children assigned at random to special or regular classes. Most of these studies have been retrospective; i.e., pupils were already assigned and participating in the educational treatment to be evaluated. As a consequence of unspecified selective factors, definitive conclusions from retrospective studies are unreliable.

WORK EXPERIENCE PROGRAM AT LONG BEACH POLYTECHNIC HIGH SCHOOL

Richard A. Franklin
Polytechnic High School
Long Beach -- California

Polytechnic High School has had for the past two years a four-phase program of work experience for mentally retarded youth at the high school level. Recognizing the fact that for most of our students high school represents the terminal point of their formal education, we have placed job training and placement in a work situation on a priority basis. We have developed a curriculum guide that incorporated all of the necessary learnings we felt our students should acquire before their actual placement on the job as regular wage earners. From this curriculum guide we developed the work experience program that involves: 1) work experience on campus for training; 2) work experience on campus with pay ($1/hour); 3) work experience in the community with pay.

Rather than elaborate on the total program at this time, I will discuss a unique and interesting approach to the ever-present dilemma of establishing work experience stations on campus.

Most high schools having work experience programs use the facilities within their school plant as training areas for their students; namely, cafeteria, gymnasia, towelroom, garden, library, etc. At Poly, we use all of these, and have added other areas that incorporate many of the ideas and skills we are attempting to teach in the classroom. We concluded that having a vending machine area on the school campus would meet the needs of our work experience program. The project was presented to the student council, and a substantial amount of money was appropriated from student body funds for "Operation Vending Machine." A centralized area was located on campus where the ground was paved. Electrical outlets were installed, chainlink fencing was erected, and a roof constructed over the area to protect the machines. An adjoining broomcloset was converted to a storeroom, and a safe was installed. Shortly we were in business with seven sparkling vending machines ready to be operated by the students.

The instructor, along with the students, knew very little about operating and servicing vending machines. Our job was to completely service, and do minor maintenance on, all the machines -- including three hot drink machines, two cold drink machines, and two candy machines. The vending company that leases the machines to the school sent out a serviceman to demonstrate how to maintain them. The instructor selected four of his more capable students to attend this "training session" at the machines with him. The situation challenged both students and instructor. The trainees were amazed, thrilled, and elated to be afforded the opportunity for learning how to operate and service the machines, some of which cost over $2,500. With such a tremendous motivational device at our disposal, the boys caught on quickly. In fact, the vending machine serviceman complimented them on their servicing of the machines.

Our next step in developing the work experience program was to make the situation as meaningful and realistic as possible. A work procedure was printed that explained step by step how to service the machine and then it was taped inside of each one. The work crew (7 boys) selected a "foreman" who held that position for one month. The foreman's duties were listed, and a check-off sheet was posted on the supply room door. A list of workers was also posted, designating the clean-up man for the day. The foreman's job was to oversee the entire operation, to assist those workers who had problems, to unlock the gate and the seven machines, to report any problems with workers to the supervising teacher.

and to inspect each machine before locking up at night.

The more we worked in this situation, the more opportunities for good work experiences were observed. For instance, it was necessary to appoint a stock-room man to record and control the stock going out of the stock room and into the machines. The stock-room man learned to keep an orderly supply room. The use of the machines was limited to those "customers" who had the proper change for the machines; another job opportunity developed, therefore, for three more students. A changer was requisitioned and a student was put on the job of making change for those students who desired it. The three change-makers work on different shifts: mornings (7:30 - 8 a.m.), afternoons (2:30 - 3:45 p.m.), and night (8 - 9 p.m.) for our adult education customer. The rate of pay is $1 an hour. The changer contains $21 in denominations of quarters, dimes, and nickels. The change-maker is held accountable for any shortage that may occur during his work period. All shortages are deducted from his monthly paycheck. One period is set aside for counting the day's receipts from the machines, for reconciling the changers, for rolling money, and for instructing new students in this work experience position.

For a student to qualify for a work-experience position he must possess the following: 1) Social Security Card; 2) good attendance record; 3) W-2 (exemption) form; and 4) good health habits.

The students derive much benefit from the work experience situation provided by the vending machines and learn to: follow a routine; attend school and work experience regularly; improve cleanliness and health habits; follow instructions (from teacher and student trainer); establish good work habits and attitudes; recognize the importance of keeping records; copy numbers as read; do a number of routines that have a sequence of required activities; cooperate and be patient (e.g. wait in line for stock, and take directions from a foreman); discuss problems at monthly discussion meetings that include the progress of each student and of the group; roll and count money, follow banking procedures, and use balance sheets.

S E C O N D I N S T I T U T E

PLANNING AND INSTITUTING WORK EDUCATION PROGRAMS

FOR RETARDED YOUTH

June 26, 1964

GENERAL SESSION SPEAKERS: Julius S. Cohen

Jerome M. Rothstein

Julius S. Cohen

ELEMENTS OF SUCCESSFUL WORK EDUCATION PROGRAMS

Julius S. Cohen, Ph.D.
Coordinator, Rehabilitation Counseling Program
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CURRENT CONDITIONS

Population Mobility: When considering the current status and trends in programming for the mentally retarded, the total culture within which the educational and rehabilitation process is functioning must be evaluated. Change is occurring at a ratio that is noticeable not in decades or years, but often in months or weeks. International events have a direct bearing on programs. As world travel has been facilitated by developments in the field of transportation, the American population has become more mobile. Today families follow jobs, the hope for work, or the quest for more leisurely climate. They move from one end of the country to the other with the ease that a family in the not too distant past moved from one side of town to the other. This movement has had a tremendous effect on all aspects of programming.

Changes in Values: America might be viewed as a country that honors the bright, the gifted, and the talented. It is almost axiomatic that a minimum of high school graduation is required for most jobs and, more frequently, college graduation is necessary for employment in many areas. Although cultural differences might be expected between the middle-class teacher or rehabilitation counselor and the majority of retardates for whom they work, too often this is not considered when programming is established. A broader understanding of the divergent views regarding welfare and the continued adolescence that our society fosters in young adults has implications for successful work programs. It is unusual to see today's adolescent gainfully employed in non-school hours because many of the jobs previously filled by this group no longer exist, and legislation precludes the use of minors in a variety of situations.

Attitudes Toward The Disabled: The world wars have had some beneficial effects in modifying attitudes toward disabled individuals. First, many who went to war returned disabled. By continuing existing relationships, many found that the disabled were not a breed apart; and, ultimately, this change in attitude had positive effects in the area of the mentally

retarded. Further, during the war industry had to hire many disabled individuals who would not have been eligible for employment were it not for the extreme shortage of workers. This also helped to change community attitudes.

Parent groups that have developed during the last 15 years have had a considerable impact on attitudes toward the mentally retarded. By establishing a variety of programs and bringing problems to the attention of the entire community, these parent groups successfully demonstrated what retarded individuals can do.

Federal and State Legislation: Since the passage of the vocational rehabilitation acts that provided services for World War I veterans, there has been a growing increase of the kind and extent of available service, and of the types of clients to be served. In 1942, the mentally retarded first were made eligible for rehabilitation services. However, it was not until the passage of Public Law 565 (the 1954 amendments to the Vocational Rehabilitation Act) that there was an impact upon service to this group. With special emphasis on programming in the area of the mentally retarded, rehabilitation services for this group became a reality; and, through a number of demonstration and research projects, the effectiveness of a variety of work education programs was highlighted.

BROAD PROGRAM GUIDELINES

General Consideration: The belief in the worth and dignity of each retarded individual in the community is prerequisite to any program. Each retardate is worthy of, and capable of, attaining some degree of success.

The belief in the dignity of labor at every level forms another part of the philosophy. Without the professional worker's belief in the dignity of labor at all levels, it would be very difficult to instill such a belief in the students of a program.

Also necessary is a committment to the belief that the most appropriate method of achieving this goal is through a realistic academic and vocational training program.

A third consideration is the change in the role of the services

rendered by institutions for the retarded. Institutions are assuming a different role in today's program, with the focus shifting to a return to the community. Institutions are viewed more often as short-term-care centers for moderately or mildly retarded individuals (usually those with special problems). For the profoundly retarded, institutions serve as a terminal placement where extensive training and research programs are being developed.

Training: To develop a reasonable training approach, the following two fundamental understandings must be firmly held: First, studies of placement experiences show that most jobs for this group fall into unskilled or entry-level categories. These are the jobs for which previous experience or training is not usually required. The most frequent training procedure is right on the job. So,training in specific skills seems indefensible. Second, recent studies have shown that various personal traits and characteristics are critical in training the retarded successfully. Probably, extensive experience in one area will not be as beneficial as exposure to various vocational areas where the retardate may have an opportunity to develop general skills that are required on all jobs.

Program Development: By the time students enter a vocational training program a large reservoir of background material should be available. They have received training in the school, and reports reflect achievement and progress rate. Medical, psychological, and other necessary assessments have been acomplished, and these evaluations need not be repeated before vocational scheduling.

When the program is developed and a logical series of steps incorporated, students and staff should receive intensive orientation so that the progression is clearly understood. Administrative and staff personnel should be involved from the earliest phases of program development for frequently committment comes from early involvement.

First steps would include analysis of job areas that might be used for one of the phases of the program within the school. This would include a survey and description of the job within each area, with emphasis on the physical and social demands of the job.

Provision must be made for evaluation of a student's progress through the program. Forms must be developed; formal and informal conferences must be held with the student and the supervisor; and periodic spot-

checks must be made to insure accuracy of reporting.

Legal implications of various aspects of the program must be determined carefully. For example, a workshop within the community may be limited to certain types of clients and activities. Regulations of the school concerning the supervision of students in the community, travel, wages, etc. must be included in the planning. State child labor regulations must be examined cautiously so that there are no violations of these laws.

It is as important to have all school personnel aware of the development of the program from its earliest stages as it is desirable to make the community aware of it. Talks before civic groups, especially those composed of potential employers, is one way to accomplish this awareness. Advisory committees also are very helpful. The closest possible relationship from the earliest possible time must be established with the local counselor of the state vocational rehabilitation agency.

THE SECONDARY CURRICULUM AND WORK EDUCATION

Jerome H. Rothstein
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San Francisco State College

I. Historical Background

A. Itard's efforts with Victor
B. Seguin's efforts in training through employment in State Institutions
C. Early 20th Century placement in vocational schools
D. The arts and crafts approach
E. Development of early form of Occupational Education in Detroit (Dick Hungerford and Marcella Douglas)
F. Expansion of Occupational Education to include curricular phases by Hungerford and associates in New York City CRMD
G. Modern work education curriculum in the jet and space age high school

II. Approaches to Curriculum Planning

A. Basic objectives
   1. Personal-social-occupational adequacy
   2. Seeing and developing the whole pupil

B. Curricular areas
   1. Social and emotional development
   2. Health and safety education
   3. Vocational adequacy and skills
   4. Persistent daily living skills (socially maturing activities)
   5. Sensory-motor training
   6. Language arts skills
   7. Arithmetical ability
   8. Practical science
   9. The worker as a member of the community (Social Studies)
   10. Creative arts and leisure time recreational activities

III. Meeting Graduation Requirements - (The Santa Barbara Plan)

6--3--3--Plan of School Organization

Last Three Years of Secondary School Program

Vocational English 10-11-12
Vocational Math 10-11-12
Physical Education 10-11-12
Social Science 10-11-12 (World History - U.S. History & Government)
Vocational Science 11-12
Household and Practical Arts 10 & 12 (including work exploration)
Occupational Education - including Driver Training - 10
Work Education 11-12

IV. Utilization of Training Facilities Survey Materials as Curricular Content and as Aid in Selective Placement Program

Sample Training Facility Survey

Job Title: Bus Boy, Clean-up Man, Dishcarrier and Dish Porter

Job Description: Carries soiled dishes from the dining room into the kitchen; replaces soiled table linen with clean linen; maintains a supply of clean linen, silverware and dishes in the dining room; sweeps, scrubs, and dusts dining room floors, furniture and equipment. May fill glasses of patrons with ice and water, and supply them with butter. May perform other tasks such as washing dishes, setting tables, cleaning and polishing silverware. May also assist in the preparation of coffee and vegetables.

Equipment:

Trays, wash cloths, broom, mop, dustpan, bucket, brush, dish truck, coat or uniform (usually furnished by employer)

Educational Requirements:

Language skill - understand and be understood
Reading skill - read labels, names and addresses, names of streets
Writing skills - write name and address
Arithmetic skill - count, count change, weights and measures

Personality Requirements:

Emotional stability - average
Manners -- must be polite to customers
Appearance -- neat and clean essential
Disposition - get along with other workers and not antagonize customers

Physical Demands:

Standing, walking, pushing, carrying, lifting, balancing, normal sight and hearing

Work Performed:

Clear tables	Wash floor with mop	Fill water jugs
Load dish truck	Use dustpan and broom	Stack dishes
Push dish truck	Sweep floor	Scrape dishes
Fold napkins	Set tables	Wash dishes
Place napkin at plate	Carry trays	Take short orders
Clean water cooler	Clean side tables	Deliver packages

Fill salt, paper napkin & sugar containers
Arrange silver in proper compartments

Manual Skills:

Handling dishes	Arranging stock
Stacking dishes	Filling receptacles
Sorting dishes & silverware	Sweeping
Wiping tables	Dusting
Agility of movement	Mopping
Handling of dish truck	Arranging food on plate
Balancing trays	Peeling vegetables & fruit

Academic Skills:

Language - Understand English, Speak English, Understand orders
Reading - Schedules, Typed instructions, signs, menu
Writing - Sign name, write information on time card
Math - Count (dishes, stock), Know weights and measures
Other - Courtesy, Judge space, Be neat, clean, prompt

V. Research Findings

A. Milwaukee Project
   1. Predicators of Success
      a. Willing to work at any task assigned
      b. Non-disturbing classroom behavior
      c. Being compliant
      d. Pupils whose parents had higher education level
      e. Vocational knowledge

   2. Predicators of Failure
      a. Frequent use of profanity
      b. Sulking or pouting
      c. Frequent complaints of headaches
      d. Temper tantrums
      e. Ordering others about

B. Audio-Visual Academic and Job Training
   1. Stolurow (University of Illinois) Project on Programmed Instruction for Mentally Retarded (Review of Educational Research, February, 1963)

   2. Audio-Visual Job Training (Abilities, Inc., New Yori City - Reported by Neuhaus-Rehabilitation Record, March-April, 1964)

b. _____
Programmed Instruction
Closed Circuit
Taped Programs
Use of Videosonic Aids of Hughes Aircraft

VI. Urgency of Problem

A. Secondary Education for Mentally Retarded must be made versatile and compelling

B. Calibre and Dignity of Work Education must be up-graded

C. A searching examination of our programs, not just a reappraisal of what we have been doing

D. Labor market is daily becoming slower to buy unskilled services

E. Biggest increases in employment during this and the next decade will take place in occupations requiring education and training

F. In 1960 there were roughly one million in the labor force under 25 -- by 1970 there will be over seven million in this age bracket

PROBLEMS IN THE PLACEMENT OF RETARDED YOUTH -- TERMINAL ASPECTS OF PROGRAM

Julius S. Cohen, Ph.D.
Coordinator, Rehabilitation Counseling Program
Syracuse University

RESPONSIBILITY FOR PLACEMENT

The Ultimate Criterion: It is noteworthy that no matter what kind of training program is provided for a disabled person, the ultimate criterion is the successful placement of the client.

DiMichael describes the mentally retarded as falling into four groups. First there are those who are directly placeable in competitive employment. These are individuals who, as a result of a special education program, can secure employment in competitive industry with no additional services. In the second group are the deferred placeable who ultimately are able to achieve competitive employment. For this group, however, additional post-school activities beyond special education are required. This is the group most generally suited for additional training in rehabilitation centers or sheltered workshops. Third -- the sheltered employable group -- are those who, with specialized educational and vocation programming, may ultimately be employable in a protected environment, such as a sheltered workshop. Programming is directed at making the fourth (non-vocational) group more capable of maintaining themselves in terms of activities of daily living. Programs for the educable mentally retarded focus primarily on the first two groups.

The Role of The Teacher: The special class teacher, in addition to maintaining responsibility for the academic phases of the program, must be very aware of the placement potential of the students. It is only through close coordination with community employers and agencies that the retarded can progress to successful employment. The teacher is in a critical position for evaluating the progress of the student and insuring appropriate placement on jobs.

State Employment Service: The local office of the State Employment Service represents within a community the agency charged specifically with the responsibility for placing potential workers. Frequently these offices have selective placement counselors who have additional training and skills in working with the disabled. This is a prime resource, and should be adequately developed in terms of the special education program to insure suitable services for retardants.

Division of Vocational Rehabilitation: In addition to providing funds for client training, the State Division of Vocational Rehabilitation also is instrumental in securing suitable employment for the retarded. The conversion of on-the-job training into ultimate placement positions frequently is accomplished by the close coordination of the state counselor, the employer, and the special class teacher.

Other Sources: For most individuals, the most likely source of employment is through family and friends. This is a very important

source to the special educator and should be developed adequately when trying to place the retarded.

CURRENT STATUS

Automation: The effects of automation on employment for individuals at the unskilled and semi-skilled levels cannot be underestimated; there are thousands of jobs being abolished weekly by the incorporation of new and more highly automated procedures and techniques. Service occupations, however, is one vocational area that is still developing and growing. We might expect, therefore, that job possibilities for the retarded will be much more plentiful within the service fields.

Employer Attitudes: Recent studies in the field of employer attitudes reflect a general willingness to employ disabled individuals. Most employers at least are willing to verbalize a positive attitude toward hiring many types of disabled persons. Studies specifically in the area of the mentally retarded and mentally ill reflect this positive attitude. While the efforts of research studies may not be reflected completely in actual positive employment practices within this field, at least there is a willingness reflected to consider employees of this type.

Job Analysis: A variety of characteristics exist within each job. These must be appraised in order to insure successful placement, including:

1) A general description of the job, the broad skills required for the situation, the variety and complexity of relationships, the amount of supervision available, and other related items.

2) The physical demands of the job, the working conditions: temperature, humidity, amount of time standing, running, walking, etc.

3) The social demands of the job: relationships with the supervisor as well as with peer group and customers.

4) Academic demands of the job that must be appraised realistically. Frequently, a worker need have no reading ability beyond dealing with certain signs, such as: men, women, caution, danger, in, out, etc. In other similar settings, the employee may need to be able to read orders, do some record-keeping, etc. Therefore, the specific requirements

of each situation must be fully evaluated. Research material that might be extremely helpful in this area is available from the U. S. Department of Labor.

Placement Success: It is reported that the vast majority of retarded individuals are able to secure employment without the help of professional workers. Once placed, they are absorbed into the working force and lose their identity, making follow-up studies extremely difficult. However, in instances where follow-ups have been possible the retarded reflect a degree of adjustment consistent with the general adjustment of individuals at their level. Apparently they have the same problems and experiences, the same successes as many others individuals of a comparable educational and social background. It might be speculated whether the professional efforts at securing placement for this group have a negative effect, since they are being labeled "mentally retarded." The effect of this labeling must be very carefully considered since the term may have different meanings to various individuals and may preclude, with some employers, the possibility of employment. When the retardant seeks employment this label usually will not be attached, and the employer has the opportunity for viewing the applicant as an individual. If, however, the term "mental retardation" is introduced it may have a profound effect on placement.

Most placement personnel get around this by not using the term, specifically; they mention that the individual they are trying to place has certain problems in academic areas but is an excellent worker. This technique has proved successful.

PROGRAM DEVELOPMENT

Responsibility: The community aspects are an integral part of the whole work education program; they are a full-time responsibility. If a school is committed to a secondary program, school time must be allocated for a qualified person to work on the job development and placement aspect of the program.

Generalized Techniques: The newspaper offers one source of information on the development of job leads. Through the want ads, notices of new businesses and reports of changes in the community, as well as through job-wanted ads, the newspaper can supplement the school's activities within this area.

Many communities have advisory groups, service clubs, or manufacturers' associations that could be involved in developing such a program. In addition, private resources including parents and friends of the students, other teachers, or almost anyone who might have information about a job should be utilized in the program as fully as possible.

SUMMARY

Placement is cited as the ultimate criterion of education and rehabilitation programs. Successful placement can be accomplished primarily by matching the retardate and the demands of the job. This responsibility must be approached on a full-time basis; it must be fully supported by the school administration as well as by the teachers. With the complete involvement of the school and the community, its facilities and agencies, one might expect the special education program for educable retardates on the secondary level to achieve its full potential.

S E C O N D I N S T I T U T E

ABSTRACTS OF PANEL PRESENTATIONS

PANEL A: INITIATING EFFECTIVE PROGRAMS

CHAIRMAN: Thomas J. Murphy,
Director of Special Education
Santa Barbara City Schools

THE VALUE OF WORK EXPERIENCE WITHIN THE SECONDARY PROGRAM

Thomas J. Murphy

Probably the most essential value of the work experience program is in motivating the student to apply the basic skills and learnings he has absorbed over his preceding school years. The education phase of a Work Experience Program should never be overlooked, underestimated, or omitted when planning a program. The more skills a student has, the more employable he is. Even the simple possession of a high school diploma will open an otherwise closed door to many job possibilities.

Another major value of this program is the development of a good self concept by the student. When he begins to earn money and realizes that he can , like others, be a producing person he will overcome many of his undesirable concerns about himself. Wholesome self concept is important to the development of good self esteem and self assurance. To apply for a position requires self-confidence in being able to do the job.

Work experience programs provide the teacher with an opportunity for developing a better student attitude toward the role played in society. This program offers for the teacher the avenue to: 1) stress that every kind and type of work is important in our society; 2) emphasize that the feeling of job satisfaction is as important as the job itself; and 3) point out that our American way of life is dependent upon someone to do well even the most menial task. This program can teach realistically a great deal about our American Heritage.

The program's most obvious value in indicated by its title -- providing real life work situations to the student. The student who leaves high school unable to state that he has some experience in a work situation finds employment only with extreme difficulty. The high school Work Experience Program gives the student that slight advantage.

Closely associated with this advantage is the experience of seeking, finding out about, and applying for a job. Students in this program actually must go through this process (with guidance and support from teachers) to be able to face the realities of work later in life.

In the Work Experience Programs, work habits can be fostered: promptness in getting to work, following directions, and developing the concept of asking questions about what should be done. The special programs provide a better opportunity for nurturing these habits than do the regular school programs.

Another value, not so idealistic but certainly realistic, is that a concrete teaching program can be developed at a minimum cost to school districts. It would be financially impossible for schools to try to develop training centers that could provide the tremendous variety of work stations needed to employ the retarded. By allowing a teacher to be free a few hours a day, assisted by a transportation allowance, a school district has for its students the entire community as a training center.

PROBLEMS IN STARTING WORK EXPERIENCE PROGRAMS

Robert A. Kujellis
Work Experience Cordinator
Grossmont Union High School
Grossmont, California

When initiating a work experience program the student often feels that his education is not being met fully. He feels that he is being made to work for work's sake, rather than for the education he can acquire from such an experience. His concept of high school is not work but academics. He feels that no specific attitudes and responsibilities are to be learned through work. He is not mature enough to realize the advantages

of concrete learning in a realistic setting. At this initial point of establishing such a program the student is defensive, insecure, and not quite sure what his education will be. He does not like the feeling that his program will be different from that of the student in regular classes.

In addition, parents are frequently resistant about a work experience program. They recognize an academic deficiency in their children and feel that the school should teach only academics. Parents also feel the strong tradition of academics and that this is the course their child should pursue. Often they fail to recognize how soon their son or daughter will be competing for employment. Consequently, they feel that the employment situation will take care of itself at the proper time. Few realize the necessity of a work program, in spite of the fact that often it is the key to more academic growth.

The school also presents problems in various aspects. Those not involved in special education have many false ideas about who are the mentally retarded. They have a mental image of an irresponsible, severely retarded person who needs constant supervision. Sometimes, they have the notion that the mentally retarded youth has severe mental and emotional problems. They visualize an undisciplined and incapable person. When beginning an on-campus work experience program problems begin to multiply greatly.

When a student has successfully completed a prescribed curriculum in the secondary special education program, another Pandora's Box is opened. The student is ready to be gainfully employed. The community receives the individual but usually is unaware of who or what he is. Prospective employers are interested and sympathetic, but they are not quite sure what the student's problem is. Business faces problems with the normal teenager, but are unprepared to accept one with mental limitations. They can hire better qualified, more mature, and more needy individuals. They cannot afford pay for training a person with limitations. Their business demands quick movement, quick thinking, and the ability to carry on several tasks at a time. Employers would rather say "No" that to become involved in something that is unknown to them.

Some employers do hire students from special classes and recommend them highly. Students placed on jobs usually prove to be successful. However, the employer and the employee are unfamiliar with one another and problems do occur. Often directions are misunderstood; directions may be

too complicated. At other times, the basic knowledge necessary for completing a task is not a part of the employee's frame of reference. Periodically, misunderstandings occur in policy, conversations, or grooming standards.

The most effective solution to these problems is educating the community about the retarded, eradicating false concepts, stressing capabilities, recognizing limitations; and, above all, educating the student for the work-a-day world.

IN-SERVICE TRAINING FOR THE TEACHER

Daniel Fischer
Santa Ana Valley Unified Schools

The teacher who has been given the responsibility of teaching educable retarded students work education in the classroom, or the responsibility of conducting work experience on or off the school campus, encounters many tasks for which he had no college academic preparation. It may be difficult, if not impossible, to prepare the teacher for this particular type of teaching until he actually begins work in the community. It becomes, then, an in-service problem.

The following is an outline of the knowledge and abilities needed by the work education teacher to operate an effective program:

I. Knowledge

A. Work laws
B. Community work opportunities
C. Community leaders, clubs, etc.
D. Jobs for which the mentally retarded youth may qualify
E. Required skills for each job available
F. Academic skills required in each job area
G. The job vocabulary for each job area
H. How the student or teacher finds a job
I. Sources of job information

I. _____

J. Methods of applying for a job
K. How to keep a job and make it more secure
L. Personal qualifications required for various jobs
M. Minimum requirements for expected performance
N. Methods of job analysis; activity analysis, activity applied to vocational operations, the process of investigation, and the discovery of what actually is done on the job.

II. Objectives of Teaching Work Education

A. Informing pupils about the occupational world
B. Acquainting pupils with sources of authentic information
C. Giving pupils mastery of methods for investigating work opportunities
D. Cultivating an understanding of inter-relationships among occupations and the contribution of all forms of work to the welfare of society
E. Giving students an understanding of conditions of work
F. Giving students instruction in methods of seeking employment
G. Giving students the opportunity through on and off campus jobs of a variety of actual experiences.

III. Precautions With Which The Teacher Must Be Acquainted

A. Not to try to teach all pupils about all jobs
B. Not to urge the pupil to make a final choice of a vocation
C. Not to determine for the pupil what job to prepare for
D. Not to allow the pupil training on the job to obtain only that type of experience without trying other jobs also

IV. Knowledge of The Individual in Relation to Work

A. Physiological needs
B. Safety needs
C. Need for belongingness and love
D. Need for importance, respect, self-esteem, independence
E. Need for information
F. Need for understanding
G. Need for beauty
H. Need for self-actualization

V. Abilities Needed by The Teacher

A. Salesmanship to sell the following:
   1. School district
   2. Community
   3. Administration
   4. Parents
   5. Pupils
   6. Individual business and employers

B. The Sales Pitch
   1. Objectives
   2. Savings in the longrun to the community
   3. Curriculum
   4. Goals
   5. Future
   6. Uptodate knowledge of present and future job trends and availabilities of such jobs to the retarded, and the retarded to the employer.

Additional suggestions can be found in: Hutchinson, Linn, & Committee, Work Experience for the Educable Mentally Retarded, Office of the County Superintendent of Schools, 1104 West Eighth Street, Santa Ana, California. The cost is 90 cents.

LEGAL IMPLICATIONS IN INITIATING A WORK EDUCATION PROGRAM FOR RETARDED YOUTH

Dwayne Brubaker
Supervisor of Work Experience
Los Angeles City Schools
Los Angeles, California

Legal provisions are made in two places in the California Education Code permitting school districts to establish work experience education and occupational training programs for retarded youth. The first of these (Education Code, Division 7, Chapter 4, Article 4) authorized work experience education for high school students, which includes the educable mentally retarded. The second provision (Education Code, Division 6, Chapter 9.5) permits establishment of occupational

training programs for physically handicapped and mentally retarded youth who are unable to profit from courses in work experience education. Provisions for both the Work Experience Education and the Occupational Training Program require that the State Department of Education approve the plans of operation submitted to them by the local school districts.

This Conference is primarily about preparing educable retarded youth for work. Most educable retarded youth are able to profit from work experiences obtained in regular places of employment, not in sheltered workshops. Therefore, legal implications discussed herein, refer to employment of students in school work experience programs in which a student spends a portion of the school day working, with or without pay, in some business, industry, or other agency.

Work experience programs must be operated in conformity with federal, state, and local laws applying to the employment of minors, and must comply with regulations about work experience education established by the State Department of Education. These laws and regulations include those governing age requirements, hours of work, types of work and working conditions, minimum wages, work permits, compulsory school attendance, school credit, and insurance.

Age Requirements:

1) To enroll for work experience, a student must have attained a minimum age of 16 years or be in the 11th grade except that with authorization of the principal a 15-year-old with exceptional needs may be enrolled.

2) Some jobs (e.g. machine operation) require all employees to be over 16 years of age.

3) Certain hazardous occupations (under the Fair Labor Standards Act) demand employees over 18 years of age.

Hours of Work:

1) Minors (under 18) may work only between 5 a.m. and 10 p.m.

2) Total hours of school and work may not exceed 8 hours per day.

3) Total hours per week may not exceed 48 hours (including school and work).

Types of Work and Working Conditions:

1) The employer must be in sympathy with the educational objective of providing work experience for the pupil.

2) Overall working conditions must prevail that will not endanger the health, safety, welfare or morals of the pupils.

3) The type of work done by each student must comply with all laws governing employment of minors of the individual's attained age.

Minimum Wage:

1) When employed by employers engaged in interstate commerce -- $1.25 per hour, in general. (See U.S. Department of Labor publications for exceptions).

2) When employed under California minimum wage laws for women and minors -- $1.25 per hour ($1.30 effective August 30, 1964). An employer may hire a number of minors (under 18 years old) not to exceed 10 percent of his total employees, at a rate of not less than $1 per hour. ($1.05 after August 30, 1964).

NOTE: Federal, state, and local government agencies need not comply with minimum wage laws. However, most such agencies do comply in order to maintain good public relations.

Work Permits:

1) Students enrolled in Work Experience and working at paid jobs must obtain work permits.

2) Enrollees in Exploratory Work Experience (non-paid) probably do not need work permits. The policy of some school districts is to issue permits to these students for purposes of record keeping and for possible employer protection.

Compulsory School Attendance:

1) Students enrolled in Work Experience must be in full time school attendance or enrolled in Continuation Education. Full time attendance means enrollment in at least four subjects including work experience.

2) Attendance accounting for state apportionment purposes may not be counted for work experience at places of employment except at a time when a certificated employee of the school district in in the proximate presence of the pupil.

School Credit: The school shall grant to a pupil credit for work experience in an amount not to exceed:

1) For exploratory work experience, 5 semester periods for each semester, with a maximum of 10 semester periods earned in each two semesters.

2) For general work experience, 10 semester periods for each semester, with a maximum of 20 semester periods.

3) For vocational work experience, 10 semester periods for each semester, with a maximum of 40 semester periods.

Insurance:

1) Employers of paid work experience enrollees are required by law to provide workmen's compensation insurance for these students as well as for their other employees.

2) The school district must provide workmen's compensation insurance to cover non-paid work experience students at their places of work, unless the person or firm under who the students are receiving work experience elects to provide this insurance.

References:

Education Code State of California	California Administrative Code Title 5, Education
Sections 6931 - 6932	Sections 10.1 -
Sections 8351 - 8358	Sections 115.20 - 115.26
Sections 12251 - 12270	Sections 179 - 179.7
Sections 12301 - 12307	

Labor Code State of California	California Industrial Welfare Commission Orders	A Guide to Child-Labor Provisions of Fair Labor Standards Act U.S. Department of Labor
Sections 1290 - 1311		
Sections 1390 - 1398	Numbers 1 to 14	Bulletin Number 101

ORGANIZING THE COMMUNITY TO SERVE THE RETARDED

Millford Hill
Division of Vocational Rehabilitation
Long Beach, California

To become effective in serving the retarded, we first must expand our knowledge of the functions performed by other professionals concerned with another fragmented phase of the services that are available, or that we hope to initiate. Then we must develop the additional knowledge none of us has now. And then, we must let society know and incorporate its help.

It is much easier now, because of the growing national interest in retardation, to have broadcast or to have printed for mass consumption not only the services that are being provided, but also to make the public aware of the innumerable unfulfilled needs of the retarded. Let's exploit the public's interest.

Community organization to serve the retarded, when it is done, will be done largely by a single individual who alternately will be pressuring and cajoling others to chip in and do just a small part of the job. The organizer will find that his or her work in coordinating the efforts of public and private agencies becomes more complex, that our various bureaucracies (both public and private) are somewhat intolerant of the others' methods, of the others' jargon and semantics, of the others' restrictions and mechanics.

But if we are ever to overcome these roadblocks, we must make a beginning. We must develop toward united action, and toward unity not only of purpose but of understanding among ourselves. Perhaps we in the various fields of social work will really begin to accomplish something when we act truly as a unit. We will begin to approach our goal when we begin to see and understand that error may lead us toward the truth, that discord is a means of moving toward harmony, and that imperfection may be a way to perfection.

Meanwhile -- the retarded are waiting.

S E C O N D I N S T I T U T E

ABSTRACTS OF PANEL PRESENTATIONS

PANEL B: GUIDELINES FOR OPERATING PROGRAMS AND EVALUATION OF ON-GOING PROGRAMS

CHAIRMAN: Nicholas S. Mallek,
Director of Special Education
Grossmont, California

VOCATIONAL ORIENTATION

Nicholas S. Mallek

For quite some time, there has been a need for research in the area of realistic vocational counseling for educable mentally retarded students during their terminal years of the high school experience. Program emphasis should be within the bounds of vocational exploration, usable academic skills, work experience, and self appraisal for realistic job choice. A sound counseling program, under the direction of a specially trained, credentialed person, is an important part of the program for these students.

The work experience program, as part of the total educational offering, helps these students to experience reality in the actual work situation, and provides them with the opportunity to develop good work habits, attitudes, skills, and responsibilities. In the average high school setting, training of this sort centers around five major areas: 1) grounds, maintenance, and custodial; 2) office and clerical; 3) industrial; 4) domestic and household; and 5) cafeteria and foods. For this reason, serious consideration should be given by the vocational counselor or work experience coordinator to those jobs and vocations that might become a reality for these youngsters in light of the school training.

The Grossmont research staff selected 110 realistic vocations within the areas of semi-skilled and unskilled labor that were thought to be within the expectations of the educable mentally retarded child. These

vocations were selected from the Dictionary of Occupational Titles and coded accordingly. There were three criteria for selection: 1) the five major areas of training to which students are exposed during their high school program of studies; 2) abilities, aptitudes, skills, and expectations of students; and 3) realistic evaluation of those job areas that have been used successfully in the past by 140 Grossmont Union High School District EMR students.

The five major areas of school experience may be coded by color in a Rolodex (circle file) system as follows:

Grounds, Maintenance, Custodial	Green
Office, Clerical	Black
Industrial, Other	Dark Red
Domestic, Household	Pink
Cafeteria, Food Services	Yellow

This enables the counselor to determine quickly those areas and specific jobs related to a student's particular preparation, interest, or aptitude. In turn, these cards refer the counselor to a large file of folders (filed by D.O.T. number) containing vocational information. Although this file is intended primarily for the counselor it also may be used by the teacher. With the help of the counselor the student would use the material provided in the larger file.

In addition to the job title, included on each card is the D.O.T. number and color code, and a job description detailing in brief the specific chores involved. This description is taken in most cases from the D.O.T. and supplemented when necessary. Two sections of information that seem especially valuable in counseling retarded youngsters are included from the Worker Trait System: Physical Capacity and Working Conditions. These two areas are important to any counselor since many of the retarded children are also limited physically. On the bottom of each card the counselor will find a census analysis of percentage distribution for classification under which this job title would fall. This gives him an indication as to the probability of placing this youngster in the local community as compared to national norms. Lastly, on the reverse of each card would be found those specific local patrons whose places of business employ students for such a position.

This filing system represents a beginning of something that will be extremely valuable, practical, and functional. It eliminates the complicated process of "wading through" vocational information beyond the reach of these youngsters, and provides a definite relationship between school preparation and local community opportunities.

CONTENT OF PROGRAMS: OPERATION AND ADMINISTRATION

Betty W. Ellis, Ph.D.
Research and Vocational Guidance
Los Angeles City Schools

For the past several years I have worked with advisory committees of administrators, counselors, and special teachers of EMR pupils on the preparation of guidance publications for the EMR program. Two such publications now exist: one for ninth-grade pupils who are preparing to enter senior high school; one for educable retarded pupils in the A-12 semester who will be leaving high school soon.

In the junior and senior high schools of the Los Angeles City Schools some 2,500 students are enrolled in the program for educable mentally retarded. There are 92 classes in 50 junior high schools, and 49 classes distributed among 29 senior high schools. This is a total of 141 classes for educable mentally retarded youth, involving 79 secondary schools. Assigned to the secondary program for Educable Mentally Retarded are 142 teachers, appropriately credentialled.

We start with the premise that retarded pupils are more like their normal counterparts than different from them, in the following ways: 1) they desire to improve their capabilities; 2) they seek personal status; 3) they respond to recognition and social approval; 4) with consistent and effective help they can develop in all areas of learning, satisfy their social needs, and prepare themselves for employment; and 5) most of them will be economically self-supporting and personally self-sufficient.

These principles presage a psychological set that teachers of EMR pupils must reflect as they help these young people to attain job readiness. One's picture of himself stems in large part from the regard of others. Here we have the suggestion of an important guideline to aid us in preparing educable retarded youth for work:

1) Help the teachers in workshops through in-service institutes, instructional guides, and student materials to perceive the EMR pupil as a becoming person. We must not let the classification deceive us.

A second imperative goes hand-in-glove with the first:

2) Help the pupil with guidance materials and effective teaching to know himself, to know about work, to know what he is good at. We owe this to every pupil who graduates from high school.

The EMR pupil can learn that he is growing and changing as he responds to new experiencing. For the graduating A-12, the world of work is his next big opportunity. He can respond to it with success because he has been preparing for it right along. This is the feeling that we have tried to reflect in a new, experimental 12th-grade guidance publication entitled, From School to Work.

A third guideline for our framework of operation is:

3) Keep the principal informed. He must know the "why" of the program, and be acquainted with appropriate procedures for making it work. He must be willing to make a place for the slow student in the school organization.

We depend upon the principal to encourage in members of the faculty feelings of respect for all pupils, whether they can achieve academically, or not. Teachers, parents, non-certificated personnel on the school staff, and people in the community learn through the principal the fact that the program for the mentally handicapped is set up to meet special needs and that the school, through its special class or classes, is striving to develop social and occupational competence in non-academic students.

The role of the special class teacher must likewise be interpreted by the principal. The teacher of EMR pupils is a specialist in the education of slow-learning children. I believe that we must emphasize this repeatedly.

Still a fourth guideline is:

4) Coordinate the preparation for occupational readiness with the work-experience program of the school.

Experience on the job reinforces classroom learning. It gives the teacher prestige, from the students' viewpoint, and it makes school seem important. In the fall semester of 1963-64, 80 students enrolled in EMR classes were employed and earning credit for work experience. They were working in 29 different jobs. This spring, 70 were employed in 21 various jobs. These students are rated on job performance by the employer and the Area Work Experience Coordinator. The records indicate satisfactory input and output.

CURRICULAR ASPECTS OF PROGRAMS: VOCATIONAL ORIENTATION

Eunice Cox
Santa Barbara City Schools

When constructing curriculum guidelines for the educable mentally retarded pupil at the secondary level we must first ask ourselves, "What do we anticipate as the desired outcome for the boys and girls under out tutelage?" Educators face a sobering and challenging question: "How can we best act in the short space of three or four years to counteract, modify, or strengthen past learning experiences so that these young people may be prepared to earn an adequate living and be equipped for responding acceptably to the challenges of living independently as functioning citizens in a community?"

The outcome will be as varied as the individuals involved, but certain factors will operate definitively in all situations. Some of these factors include:

1) The individual strengths and weaknesses of the students interacting with their early experiences and the attitudes already inculcated.

2) The individual strengths and weaknesses of the teachers in the program interacting with their previous experiences and attitudes toward the students.

3) The structure of the society, both as a whole and as the single unit in which we expect these pupils to find an acceptable niche.

Curriculum offerings should be considered with these factors in mind. They should be designed, as far as is possible, to bring these factors into a merging pattern to strengthen the individual students in all areas.

There is much in the current practice and literature of our profession to aid the conscientious teacher or administrator in making wise decisions. For example, research indicates that 75 to 80 percent of the educable, mentally retarded minors can become self-supporting if they are given the proper education and vocational training. A survey made in the Hayward Union High School District, published in Journal of Secondary Education, December 1963, shows that 90 percent of the boys and 75 percent of the girls in a sample of 49 graduates were either gainfully employed or full-time homemakers.

Relevant to the education of mentally handicapped youth, this report also includes some observations and inferences that are suited peculiarly to the planning of curricular programs.

1) Mentally handicapped students profit most from specific learning experiences and actual training situations designed for their slower ability levels and learning rates.

2) Careful attention to individualized instruction is mandatory for these students.

3) Class instructors also serve as work-experience counselors for their students. Careful guidance and counseling during the learning enterprise is imperative if these students are to achieve a measure of success.

4) Social experiences designed to promote growth and development in the areas of interpersonal relations and social acceptability should be part of the special education curriculum.

5) Every effort should be made to encourage educable mentally retarded students to complete the full high school program. The program should be flexible enough to adapt to legitimate individual considerations in this respect since the lack of a high school diploma may mean the difference between employment and unemployment. The social problems resulting from high school dropout far exceed in cost the expense of keeping these people in school.

Each community's school would do well to construct an individualized curriculum with emphasis upon the general growth and development. The total emotional needs and specific areas of training of each pupil should be considered in planning any program.

WORK PLACEMENT AND SUPERVISION: ON AND OFF CAMPUS

Gene Thanos
Coordinator, Special Education Work Experience
Buena High School
Ventura, California

In Ventura Union High School District, we believe that all special education students should be given an opportunity to participate in an on-and-off-campus work experience program before termination or graduation from high school. Our off-campus program includes such areas as restaurants; nurseries; stores and shops; soft-drink bottling plants; new and used car lots; laundries; hospitals; churches; convalescent homes; construction trades; agricultural packing, production, and processing plants.

All jobs, on,- or off-campus, are the responsibility of one teacher who is coordinator of special education work experience. He is allowed every afternoon for this purpose, and provided with travel reimbursement.

Selection for placement is based on readiness and desire of the student. We make an honest attempt to place each student on a job where he will have every possibility for success consistent with his interest, ability, and physical capacity. Too many mistakes in placement can ruin a work experience program.

We are extremely selective in choosing those under whom our students work. We make sure they understand these students' characteristics and problems, and stress the educational values by establishing definite requirements for each position and seeing that they are fulfilled without undue pressure.

Students receive credit only. No wages are paid for on-campus work except to the cafeteria student help. Our off-campus employment is

classified as general work experience, and the students are paid and receive school credit as provided for by state law. Although the primary emphasis of work experience for these students is on its educational value, we feel it is important for the student to be paid since this assists him to learn how to save, spend, and account for his money, and makes the program more realistic in terms of everyday living.

Out students are encouraged to stay on a job as long as possible. Our reasons for this are: 1) when you move them frequently, you are asking the employer to do all of the work; 2) the students need the security of staying in one place to see if they can hold a job; 3) problems may arise after a longer period of work that might not show up on jobs of short duration; and 4) staying on one job is a more realistic life situation.

Students are visited both on,- and off-campus at least once a week. This is important to student and employer alike. Our employers have remarked many times that they liked this procedure very much. By keeping in close contact with each situation we are better able to relate classroom activities to individual problems encountered on the job.

Evaluations are made four times a year. The first and third are oral between the employer and teacher, with the student included in the final phase. The second and fourth are written on forms used for this purpose and they become a part of each student's permanent record.

As is true with any program, we have many problems. Problems related to the program include transportation, parent orientation, coordination of school and work schedules, complying with state and federal laws, choosing work experiences that fulfill the objectives of the program, and finding suitable replacements for on-campus cafetaria jobs. Problems that relate to a student and his job include personality conflicts, misunderstanding directions, unsatisfactory adjustment, lack of cooperation and interest, lack of responsibility and dependability, and the one we all experience occasionally -- "I just don't feel like working today." We try to solve each problem with the student and, if necessary, with his employer and parents, as soon as the problem arises.

A program of this type -- one constantly changing to meet the student needs -- is a realistic approach to their transition from school to the community. In our school district, we have had the satisfaction of seeing graduates from our program become contributing members in our community.

COMMUNITY COORDINATION AND EVALUATION

Barbara Mitchell
Rehabilitation Counselor, Los Angeles Office
State Department of Rehabilitation

The costs of maintaining a retardate as a dependent are so great that we are compelled to work for new solutions. Life-time costs can range from $17,000 for an individual on Social Security, to $100,000 for state hospital care. I have a number of cases who have cost the people in the community $40,000 in care, and these cases are still young people. Realistically, with the identification of a retardate, a total community program should be mobilized into action.

The entire twelve years of schooling should be a meaningfully-developed program. The task of vocational choice should not be left until after the retardate leaves school.

Starting in junior high school, the student should be exposed to as many kinds of vocational-type experiences as possible. His total performance should be analyzed to discover areas of proficiency in realistic vocational potential.

High school classes should be organized to prepare a selected group of mentally retarded for employment on a competitive level. Training could be developed somewhat like vocational nurse training: theoretical training and practice provided by the school, followed by supervised work experience in selected facilities. One or two calsses for each vocational goal in an area would be sufficient; no new schools need be established.

During the last year of school, the student would serve a type of internship. He would be ready for his work experience and it would be meaningful.

Factors we find crucial for success are: 1) age (maturity - the older the better); 2) coordination: more crucial than intelligence in most instances; 3) attention: affects learning, productivity, and quality; 4) motivation; 5) presence of helpful attitudes and behavior; 6) cooperation of parents; and 7) realistic evaluations such as provided by workshops to give a portrayal of how the client is performing.

Weekly, semi-monthly, or monthly follow-up is necessary for an adequate program. This helps us find out how the student is performing recognize and aid in areas where difficulties are found, resolve problems, remedy situations, forestall crises, determine teaching needs, etc.

Early supervision within the week after placement is advisable since the majority of problems develop by this time.

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CALIFORNIA STATE COLLEGE AT LOS ANGELES
DEPARTMENT OF SPECIAL EDUCATION

A Selected Bibliography of Materials on Preparation Of Mentally Retarded Youth For Work

(February 1964)

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